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ABSTRACT

A project was initiated (1) to improve internal communications among various vocational education providers within the River Hills Region (Indiana), (2) to improve external communication among providers and users of products of vocational education, and (3) to incorporate vocational education information into regional planning efforts. Local vocational educators were interviewed regarding the development of the new manpower information system, and the literature was reviewed pertaining to the utilization of manpower data for planning vocational education programs. Vocational educators selected the types of data to be collected in a needs assessment. A survey instrument and interviews were used to obtain manpower data from employers in the region. Occupational supply and demand data was collected. Information on employment qualifications, training needs, and employer reactions to vocational education were also obtained. Eighty percent of employers expressed satisfaction with vocational programs. One-third of those offering suggestions mentioned the need to provide the students with more experience. The data collected will be used by vocational educators within the region for planning vocational education programs and will provide baseline data for evaluating community training needs, and if possible, to establish coordinated planning at the regional level. (Survey instruments are appended.) (CSS)

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FINAL REPORT

RESEARCH AND DEVELOPMENT PROJECT

DEVELOPMENT OF A REGIONAL MANPOWER INFORMATION SYSTEM

by

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and

Eugene H. Drucker - Principal Investigator

Project No. 5-77-C-17

New Albany-Floyd County
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INFORMATION SHEET

A. Kind of Project: (check one)

1	___ Experimental	4	___ Demonstration
2	X Developmental	5	___ Evaluative
3	___ Pilot	6	___ Exemplary

B. Population

TYPE		NUMBERS (affected by project)
A	Disadvantaged	A 625
B	Handicapped	B 183
C	Migrant	C ___
D	Minority	D 315
E	Combination of the above	E ___
F	Other _____	F ___

GROUP		
1	Pre-school	1 ___
2	Elementary	2 ___
3	Junior High School	3 ___
4	Middle School	4 ___
5	Senior High School	5 1127
6	Postsecondary	6 515
7	Adult	7 4860
8	University	8 2492
9	Employer	9 2030
10	Employee	10 41500
11	Citizens	11 ___
12	Parents	12 ___
13	Combination of the above _____	13 ___

LOCALITY (check the one which encompasses the locality involved)

a	National	a ___
b	State	b ___
c	Region	c X
d	District	d ___
e	County	e ___
f	Area	f ___
g	Community	g ___
h	School Corporation (LEA)	h ___

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STATEMENT OF OBJECTIVES

1. To facilitate and improve regional planning for vocational education by developing a manpower information system that will provide manpower data corresponding to the informational needs of program planners.
2. To conduct a regional manpower assessment using instruments and procedures developed for the information system.
3. To provide a data base for evaluating present vocational education programs and for identifying the need for new programs.
4. To utilize this data base for conducting a comparative analysis of regional vocational programs and local employment needs.
5. To obtain information required to integrate vocational education into the regional planning effort currently being conducted by the River Hills Region Vocational Education Information Project.

STATEMENT OF THE PROBLEM

The River Hills Region Vocational Education Information Project was initiated in 1976 through a grant from the State Board of Vocational and Technical Education. Among the goals of the project were (1) the improvement of internal communications between the various providers of vocational education within the region, (2) the improvement of external communication between these providers and the users of the products of vocational education, and (3) the incorporation of vocational education information into the regional planning efforts. Since the accomplishment of these goals required data pertaining to regional manpower needs, a needs assessment of the five counties comprising the River Hills Region was given major priority among the activities planned for the project.

As a preliminary step in the planning of the needs assessment, discussions were held with vocational educators who were responsible for planning vocational education programs in the schools located in the River Hills Region. The purpose of these discussions was to determine the types of information that were needed for adequate planning and to learn if this information was generally available through normal sources of manpower data. Among those interviewed were the Area Vocational Director, the Director and administrative staff of the area vocational school, the Dean and administrative staff of the regional branch of the

state vocational technical college, and the directors of vocational education programs conducted in high schools located within the region.

These discussions revealed several perceived inadequacies or weaknesses existing within the current sources of manpower data. As a result of these perceived inadequacies, it appeared that current manpower information was not being used extensively in planning vocational education programs.

The following observations, in particular, were made during the discussions that were held with regional vocational educators:

- While the present manpower information system provided data on the number of persons who were employed in various occupations and on the number that were likely to be hired in the immediate future, it did not provide information on the requirements for employment. In addition, no information was provided to indicate whether future hiring would concentrate on entry level or advanced level positions.
- The present information system did not provide information on the skills and qualifications required for advancement and promotion.
- The present information system did not provide information on the skills acquired through in-house training programs.
- The present manpower information system did not identify the specific employers who provided the manpower data.

- The present information system did not present data from individual employers. Nevertheless, the opinion was expressed that manpower data presented for each employer separately would facilitate the development of training programs that would correspond closely to regional needs and would provide information that would later assist in job placement.
- The present manpower information system does not provide information on planned technological changes, expansion plans, product changes, and other factors that could cause subsequent changes in regional training needs.
- The present manpower information system reports manpower data by occupational titles that are not adequately standardized. Different employers often use the same titles for persons performing different tasks, while different titles are often used for persons performing the same tasks. These variations are more likely to occur in geographical areas that are not heavily unionized or in those that contain few industrial organizations.
- When employers cannot readily fit their employees into one of the given occupational titles used in current manpower surveys, they generally force these employees into catagories that appear most appropriate. The result of this practice is a distortion of subsequent manpower data that makes it difficult for vocational educators to

adequately plan their programs.

- Present manpower information is obtained through data forms that employers are asked to return by mail. Partial returns make it difficult to interpret the resulting figures, and there can be no guarantee that employers would use reasonable care in providing the information requested in a mail survey.

While many of these perceived weaknesses of the present manpower information system can be overcome through careful utilization of advisory committees, the discussions also revealed that this does not always occur in actual practice. It was noted that advisory committees are primarily concerned with developing curriculum and determining equipment needs. Consequently, there is often insufficient time available for the members of these committees to consider the complex problems and the detailed information involved in planning. Moreover, many committee members are not sufficiently familiar with production details to be able to provide information on particular skills needed to perform different jobs.

These expressed dissatisfactions with the present manpower information system have been documented also on a national scale. A report of the National Advisory Council on Vocational Education indicated in 1968 that there was little effort being devoted to developing educational programs in occupational areas experiencing severe manpower shortages (1). Although the 1968 Amendments to

the 1963 Vocational Education Act were intended to correct this deficiency, a report by Lecht in 1971 showed that in only six sites visited by a research team were demographic and manpower data used for program planning (2).

A 1972 study sponsored by the National Advisory Council on Vocational Education showed that inadequate occupational projections were serious deficiencies in planning vocational programs, and that information on manpower demands was not adequately disseminated to those in need of the information (3). A report by the General Accounting Office revealed in 1974 that state officials believed supply and demand data to be unreliable; these officials further admitted that the data were used only to comply with Office of Education requirements (4). Furthermore, local schools were found to place little reliance on these projections in developing their own programs, and manpower data were generally considered to be inadequate.

Probably the most comprehensive study of the utilization of manpower data in vocational education planning was conducted by the University of North Carolina's Center for Occupational Education (5). The findings from this 1975 study not only confirmed the observations made during the interviews with vocational educators in the River Hills Region, they explain in large measure the reasons for the low utilization of manpower data for program planning that was previously documented.

During the study conducted by the Center for Occupational

Research, research teams visited administrators, directors, and officials of agencies and institutions involved in vocational education in ten states. During these visits, numerous dissatisfactions were expressed regarding manpower data and their use in planning. In general, manpower projections were found to play a relatively minor role in local planning. When these data were used, they were used to support proposals for new programs that were initiated without benefit of the data. Rarely were such data used for planning in terms of programs that were currently being offered.

Local directors were found not to place much reliance in data that were over two years old, and they preferred conducting their own surveys. When they had the freedom to do so, standardized procedures were generally not followed. Phone and mail contacts were the most common methods adopted to obtain the needed data.

The perceived weaknesses in available manpower data that were expressed to the research teams during their visits were similar to those observed during the interviews conducted in the River Hills Region. Local directors criticized sampling procedures and the methods that were followed for extrapolating local manpower needs from state-wide data. They wanted more precise occupational definitions that would enable them to know what tasks were entailed in specific jobs. They expressed a need for information on new and emerging occupations. They complained that manpower projections could not be used to determine whether

the demand for new employees would be focused on new vocational graduates or on more experienced workers. Similarly, the data could not be used to determine if the positions would be filled by graduates of educational institutions or if on-the-job training would be provided to non-graduates.

The results of these studies suggest that increased utilization of manpower data for vocational education planning requires that vocational educators have greater confidence in the accuracy of the data. It is obvious that data that are neither reliable nor valid cannot be used adequately to plan vocational education programs. However, the studies also suggest that accuracy of the data will not be a sufficient condition for their increased use in planning. Before manpower data can become an integral part of the planning effort, there must be an assurance that the information provided by the data corresponds closely to the informational needs of the educators who participate in planning. Data that fail to provide necessary information cannot be used for planning regardless of the care and effort that go into their collection.

In summary, it is the purpose of the present research effort to develop a regional manpower information system that will overcome many of the perceived weaknesses of the present system. Hopefully the renewed confidence in the accuracy of the data and their correspondence to the informational needs of regional educators will result in an increase in the role of regional manpower data for planning vocational education programs.

PRIORITY AREA

This research aligns itself to the Indiana Research Coordinating Unit's priorities toward studying local employment needs.

STRATEGIES

Following the interviews with local vocational educators and the review of the literature pertaining to the utilization of manpower data for planning vocational education programs, it was apparent that vocational educators who would eventually use the manpower data collected during the project should be directly and actively involved in the development of the new manpower information system. Only through their active participation could correspondence between their informational needs and the information collected during the project be assured. The availability of pre-existing information from other sources or the ease with which new information could be collected could only serve as secondary criteria, at best. The focus of the new regional manpower information system would have to be on the importance of the information for planning and on the degree of confidence that the potential users would have in its accuracy.

To assure that the information collected during the project corresponded to actual needs, a strategy would be followed that would enable vocational educators within the region to select the types of data that would be collected. This was accomplished by using a stepwise procedure in which the educators first helped to derive an extensive list of potentially important informational needs. Once the list was developed, the educators then rated their importance for planning. This was done to reduce the list

to a manageable number that could serve as the basis for developing an instrument for collecting the needed manpower data. Also, by limiting the data collection to information that was judged to be most critical for planning, it was felt that the likelihood of their utilziation would be maximized.

Since many vocational educators who were interviewed within the region expressed the opinion that the most reliable data could be obtained through personal interviews with employers, and that communications between vocational educators and employers could be enhanced through interviews, the decision was made that all data would be obtained during personal visits to employers. No data would be obtained by telephone or through the mail. Instead, interviewers would be hired who could collect the information that the vocational educators within the region rated as most critical for planning.

ANALYSIS PROCEDURES

The development of the regional manpower information system was conducted in three phases. These were (1) the construction of a survey instrument that could be used to obtain the types of information that were needed by vocational educators for planning purposes, (2) the use of the survey instrument to collect manpower data from employers located within the River Hills Region, and (3) the coding and analysis of the data so that it could be presented to potential users in a suitable format.

PHASE I. Development of the Survey Instrument. The strategy adopted for the development of the survey instrument necessitated a close correspondence between the questions contained in the instrument and the types of information that were needed by vocational educators for planning. It was therefore necessary to conduct a survey of these educators in order to learn their specific informational needs. Once these needs were identified, the survey instrument could be developed in an interview format that would enable project personnel to obtain the needed information during personal visits to local employers.

The activities performed during Phase I leading to the development of the survey instrument were conducted in a sequence of five steps:

1. Identifying the Types of Information Needed by

Regional Vocational Educators for Planning. In order to identify the types of manpower information that were most needed for planning vocational education programs, vocational educators involved in planning would be asked to rate the importance of various types of data that could be collected during a regional manpower survey. First, however, it was necessary to derive a comprehensive list of manpower data that potentially could be collected. The items on this list would then be rated for their importance during a survey of regional educators.

To derive the list of potential manpower data, a meeting was held with many of the vocational educators who would eventually use the information obtained during the manpower survey. The participants of this meeting are listed in Appendix A-1. At the start of the meeting, the purpose of the project was explained and the participants were asked to suggest various types of manpower information that they would like to have available for planning purposes. Since the importance of each suggested item would later be rated by the participants as well as by other vocational educators who could not attend the meeting, the participants were asked not to criticize any of the suggestions. The object was to elicit as many suggestions as possible, and it was felt that critical review at this stage would act as an inhibiting factor. Twenty-one suggestions were made during the meeting, and these are contained in Appendix A-2.

Once the list of informational needs was derived, the items

were reviewed by the Project Director and the Principal Investigator. Items that were overlooked by the participants that appeared to be of potential importance were added to the list. In addition, the list was distributed to other vocational educators who were asked to suggest overlooked items that they felt were of importance for their own planning efforts. The final list of items that would eventually be rated by vocational educators involved in planning is contained in Appendix A-3.

2. Determining the Importance of the Different Types of Information for Planning. Once the list of informational needs was completed, the next step in the development of the survey instrument was to determine the importance of each item on the list for planning vocational education programs. To accomplish this objective, the special rating form contained in Appendix B-1 was prepared. The rating form contained six clusters of manpower information items and a blank page for suggesting items that may still have been overlooked. The clusters were derived by subjectively sorting the items that were contained in the original list. The clusters were identified as (a) employment data and statistics, (b) projected employment needs, (c) factors that could affect projected employment needs, (d) hiring and employment practices, (e) training needs, and (f) miscellaneous information. The rating form also contained a description of the purpose of the study and detailed instructions on how the ratings were to be made.

The instructions specified that the ratings were to be made

using a 5-point scale. A rating of "1" would indicate that the information provided by the item would be crucial for planning, while a rating of "5" would indicate that the information would be worthless. The instructions also specified that each item should be rated twice. The first rating was to indicate the importance of the information when presented separately for each employer, assuming that the employer would be identified by name. The second rating was to indicate the importance of the information when presented in a tabulated form summarizing the responses from all employers within the region responding to a manpower survey.

The rating forms were sent to 13 educators in the River Hills Region who were known to be involved in planning vocational education programs. The sample included all those who were involved in planning programs at the secondary and post-secondary levels. The completed forms were received from the 12 educators listed in Appendix B-2.

Two means were calculated for each item to indicate its importance for planning. The first mean was a measure of the importance of the information when presented separately for each employer. The second mean was a measure of its importance when tabulated across all of the employers in the manpower survey. The two mean ratings for each item are presented on the sample rating form contained in Appendix B-1.

The mean ratings obtained during the survey of vocational

educators ranged from 1.17 to 3.00 indicating that these educators felt that all of the items were of at least some importance in planning. The most crucial items were judged to be (a) the number of persons having each job title who will be hired during the next 12 months, (b) the tasks that applicants for jobs having each title must be able to perform in order to be employed for entry level positions, and (c) other qualifications for entry level employment for these jobs. Other items that were judged to be especially important for planning were (d) the number of persons having each job title who will be hired during the next 5 years, (e) critical tasks that employees having each job title must be able to perform, (f) whether or not applicants for these jobs must be able to perform these tasks in order to be hired, (g) an employer's interest in having the schools provide training for new employees who are unable to perform these tasks, (h) the number of job openings for each job title, and (i) suggestions for improving vocational education programs.

The items that were judged especially important for planning appeared to fall into four clusters. The first cluster dealt with current and projected employment figures. Items in this cluster included the number of persons who would be hired for each job title in the next 12 months and in the next 5 years, the current number of job openings for each job title including entry level positions, and the annual turnover rate.

The second cluster of items dealt with qualifications for

employment. Items in this cluster included the tasks that applicants must be able to perform in order to be hired for entry level positions, other qualifications for entry level positions, whether or not job applicants must be able to perform each critical task as a qualification for employment, training requirements for entry level positions, experience requirements, and the tasks that applicants must be able to perform in order to be hired for advanced level positions.

The third cluster of items dealt with information that could have a bearing on program curriculum. Included in this cluster were critical tasks that persons having each job title must be able to perform, an employer's interest in having the schools provide training to new employees unable to perform these tasks, and anticipated changes in training due to changes in equipment or technology.

The fourth cluster dealt with an employer's satisfaction with current vocational education programs. Included in this cluster were suggestions for improving training and an employer's satisfaction with graduates from vocational education programs.

In general, information tabluated across the region was judged to be more critical for planning than information presented from single employers. Specifically, 50 of the 64 items of information were judged to be more important for planning when summarized across the region. This greater need for regional data was especially apparent from the two participants represent-

ing the regional campus of the state university. One of these participants refused to even rate the importance of data presented by individual employers, while the other participant omitted many of these items. Thus, information was judged to be more critical for planning when tabulated across the region on 50 of the 64 items even when no ratings were received from the two judges who were least likely to utilize data presented from individual employers.

3. Preparation of a Draft Survey Instrument. From the large number of items that were judged to be of at least some importance in planning, it was obvious that only the most crucial could be included in a survey instrument of reasonable length. The decision was made, therefore, to develop a survey instrument consisting of items that received a mean importance rating of 2.00 or less. A few items that received importance ratings somewhat higher than 2.00 were also included since they happened to supplement information received from one or more of the more critical items. For example, an item asking for the number of employees who were hired for positions with a given job title during the past 12 months was included even though it received a mean importance rating of 2.08; the decision to include this item was made because another item requesting the same information during the past 5 years received an average rating of 1.92 and would therefore be included in the survey instrument.

The draft survey instrument consisted of six sections. The first section contained questions that would identify the interviewer and the date of the interview. The second section contained questions that would identify the employer, the nature of the product or service that the employer provided, and the name and position of the person being interviewed. The third section consisted of spaces on which to record the job titles used by the employer to categorize the various positions. Spaces were provided for entering the DOT code number of each job title, but these were to be entered after the interviews were completed. The fourth section of the survey instrument contained questions asking for information about each specific job. Included were questions dealing with the number of employees having the job title, the number hired at various periods in the past, the anticipated number that would be hired in the future, critical tasks that are performed by persons with the job title, specialized equipment that is used when performing the job, qualifications for employment, and an estimate of the availability of qualified applicants for any job openings in the future. This section of the interview was repeated several times, once for each job title.

The fifth section of the survey instrument dealt with training needs. Included were questions on expansion and business reduction plans, effects of technological or equipment changes on training needs, planned changes in the method of providing training to employees, requirements to upgrade the skills of

employees, and interest in vocational education programs. Questions in this section also asked for employer satisfaction with graduates of vocational education programs and for suggestions on the improvement of vocational education. A sixth section contained questions that would provide information to the River Hills Regional Planning Commission that could be used to develop strategies for the economic development of the region. These items were submitted by the River Hills Regional Planning Commission, a co-sponsor of the project, and were not rated for importance by regional vocational educators.

4. Review of the Draft Survey Instrument. Once the draft survey instrument was completed, it was reviewed by several vocational educators who were closely involved with the project. The purpose of this review was to verify that the information provided by the instrument could in fact be used to plan vocational education programs. The review also provided an opportunity for general comments regarding the instrument and its format. At about the same time, the instrument was administered in draft form to a small number of employers as a pilot test. The purpose of this administration was to test the clarity of the wording and to determine what problems, if any, would occur during its use.

5. Revision of the Survey Instrument. Based on the comments received from vocational educators and the results of the pilot test, a few changes were made in the instrument. The

most important of these changes was the decision to eliminate items dealing with advanced level positions. During the pilot test of the survey instrument, employers indicated that separate information would be difficult to supply for advanced level positions. Subsequent conversations with vocational educators in the region indicated, moreover, that their primary interest focused around data dealing with entry level positions. They indicated also that the loss of information dealing with advanced level positions would not be of serious consequence.

The final version of the manpower survey instrument is contained in Appendix C-1, while the instructions for its administration as an interview are contained in Appendix C-2.

PHASE II. Collection of Regional Manpower Data. Once the survey instrument was completed, it was used to collect manpower data from employers in Clark, Floyd, Harrison, Scott, and Washington Counties, the five counties comprising the River Hills Region.

Interviewers. Three interviewers were hired to collect the data. One was assigned to Clark County, while another was assigned to Floyd County. The third interviewer was assigned to Harrison, Scott, and Washington Counties which were primarily rural.

The interviewers were trained by the Principal Investigator. Instruction was provided on the purpose of the project, the nature of the information that was needed for planning, and the procedures that were to be used to collect and record the information. Periodic meetings were held, particularly during the early stages of

data collection, to resolve any difficulties and to assure the adoption of standardized data collection procedures.

Since one of the reasons for using an interview format to collect manpower data was to improve communications between employers and the schools that provide vocational education, all three interviewers were required to become reasonably familiar with the programs at the area vocational school and at the regional campus of the state vocational technical college. Opportunities were provided for the interviewers to tour the facilities at these schools and to speak to administrators and instructors. It was hoped that this procedure would enable the interviewers to answer most questions that interviewers would ask concerning these schools.

Sample of Employers. Since there were estimated to be over 1,800 employers in the 5 counties involved in the survey, it was necessary to limit the survey of a sample of these employers. It was estimated that between 400 and 500 employers could be interviewed within the time and manpower constraints of the study. The decision was made to include all major employers in the sample. The remaining employers would then be selected so that they would represent a cross-section of the various types of employers located within the region.

Information was obtained from chambers of commerce and from the River Hills Regional Planning Commission concerning the number of persons who were employed by various firms within the region.

All firms known to employ 10 or more persons were selected for the sample. Firms employing fewer than 10 persons were also selected on a quasi-random basis as time permitted. The selections were made from chamber of commerce membership lists, telephone directories, and other sources by the Principal Investigator and by the interviewers.

A total of 447 employers were selected for the sample. Complete or nearly complete information was obtained from 405 of these employers, while partial information was obtained from an additional 32 employers. Only 10 employers were either unwilling or unable to provide any information during the interviews.

A list of employers who participated in the regional manpower survey is contained in Appendix D.

Method. It was assumed prior to the survey that cooperation from employers would be maximized if interviewers scheduled appointments by telephone before visiting each employer. The purpose of the survey could be explained to the employer at this time. Although this procedure was followed during the first week of the survey, it was learned that many employers either refused to be interviewed or else were evasive in setting up appointments. This initial lack of cooperation caused the interviewers to have excessive free time during the first week of the survey. The interviewers used this free time to make initial contacts in person at firms located near firms where interviews had been completed. The interviewers observed at this time that employers

were much more cooperative during these initial visits than they were during telephone conversations. As a result, the decision was made to no longer schedule appointments by telephone in advance of personal visits. Instead, the interviewers visited each employer in the sample and explained the purpose of the survey in person. In most cases, the information was provided to the interviewer at that time. Occassionally, an appointment would be made for an interview at a later time. Only rarely did an employer completely refuse to cooperate once an interviewer appeared in person.

The positions of the persons who were interviewed varied from employer to employer. Among the larger firms, personnel managers generally provided the requested information. Among the smaller firms, information was usually provided by the owner or the office manager.

The procedure for conducting the interviews was to first obtain a list of all job titles under which an employer classified the employees. Once the list was obtained, the interviewers then obtained detailed information for each job on the list. When this information was obtained, then the interviewers obtained general information that did not pertain to any single job title.

Because of the large number of job titles that existed among some of the larger employers, many were either unwilling or unable to provide detailed information for all jobs. When this occurred, attempts were made to combine job titles into larger categories

and to collect information by category rather than by job title. While this procedure resulted in a loss of information, it was assumed that the partial information that resulted would be more valuable than no information whatsoever. Thus, the interviewers were instructed to accept information at any level that the employers were willing to furnish it.

PHASE III. Data Coding and Analysis. Once the data were collected, each job title was given a code number using the system provided in the 1965 Dictionary of Occupational Titles. Both the employer's job title and the descriptions of critical tasks were used to aid in the classification process. Once the job titles were coded, an index card was prepared for each title. The names of the firms that employed persons having that particular job title were then entered on each card.

The next step in the data analysis was to collate data from the various firms employing persons having the same occupation. The index cards were used to identify all of the firms employing persons having the same job title. The data were then collated on special tabulation sheets. One sheet (or one set of sheets for jobs that were common to many firms) was used for each job title. On the tabulation sheets were written the names of each firm employing persons having that particular job title, and for each firm the following information: number of persons now employed having that job title; the number of employees who were hired during the past 12 months; the number of

employees who were hired during the past 5 years; the estimated number that would be hired during the next 12 months; the estimated number that would be hired during the next 5 years; the estimated supply of qualified job applicants; qualifications for employment including job experience, training requirements, tests and interviews, apprenticeship program participation, tool ownership, and other employment qualifications; critical tasks that persons having this job title must be able to perform; whether or not this ability to perform critical tasks was a qualification for employment; specialized equipment that was used; whether or not the ability to use this specialized equipment was a qualification for employment; and the DOT code number.

Statistics on current, past, and estimated future employment were tabulated across employers in order to provide data at the regional level. Assuming that no data were missing from the firms included in the survey, these totals would indicate the number of persons who were now employed in the firms, the number that were hired during the past, and the estimated number that would be hired in the future. Because of the sampling procedure that was used in the survey, these totals were likely to be an underestimate of the actual figures. Furthermore, the amount of error was not likely to be constant across occupations. The magnitude of the error was likely to be smallest for those job titles that were most likely to appear among the types of large firms that were included in the survey. The error would be largest for occupations

appearing most often in the types of smaller firms that were least likely to have been chosen for the sample.

While the regional totals were obviously affected by the nature of the sampling process, they were also affected by the extent to which the firms in the sample were willing or able to supply the requested information. When data were not supplied by the smaller firms in the sample, the amount of error this would introduce was likely to be small. On the other hand, when data were not supplied by one or more of the larger employers selected for the sample, the amount of error could be substantial. Since some of the larger firms were in fact either unwilling or unable to provide detailed information on all job titles, occassional gaps were created in the data that were obtained. These gaps appear as missing data in the result section of the report.

To simplify the data dealing with the estimated supply of qualified job applicants, the responses made during the interviews were classified according to whether they suggested that the supply was scarce, limited, or ample. The data were then transformed into a numerical scale by assigning values of "3" to responses categorized as "ample", values of "2" to responses categorized as "limited", and values of "1" to responses categorized as "scarce". The mean of these values was then computed across employers to yield an estimate of the supply of qualified applicants across the entire region. This estimate of the supply of qualified applicants was termed the "Supply Coeffi-

cient."

While data on employment qualifications, critical tasks, and specialized equipment were also included on the tabulation sheets, this information was not readily convertible into numerical values. An attempt was made to write a description for each job title summarizing this information, but these summaries did not adequately convey the information and are not included in this report. However, to make the information available to vocational educators for use in planning, it is being included in a catalog of regional employers that will be printed as a separate publication. Appendix E contains a sample of the data sheets that will comprise the catalog. The catalog will contain a set of these sheets for each employer, and will present information according to job title. These same sheets were also used as the tabulation sheets for the data analysis. However, during the data tabulation, one set of the sheets was used for each job title, and firms were listed on the sheets instead of job titles.

It should be noted that data analysis was not attempted for all job titles identified during the survey. Many firms employed persons for positions that were not found in other firms within the region. In addition, many job titles were identified for which there were unlikely to be vocational education programs established in the foreseeable future. In order to keep the amount of information within reasonable limits, the decision was made to omit these data from the analysis.

FINDINGS

A primary objective of this project was to develop a manpower information system that would provide manpower data corresponding to the informational needs of program planners. The model for this information system has been described in detail in the previous section of this report. The instruments and procedures comprising the system were then used to conduct a regional manpower assessment in line with another of the objectives. The information obtained during the manpower assessment would then serve as a data base for evaluating present vocational education programs and for identifying the need for new programs. The information would also serve as a data base for conducting a comparative analysis of regional vocational programs and local employment needs. This section of the report will present a summary of the results of the regional manpower assessment. The application of these results for evaluating vocational education programs and for a comparative analysis with regional employment needs will be performed as one of the activities conducted during the second year of the River Hills Region Vocational Education Information Project.

Regional Employment Statistics. Regional employment statistics tabulated across the employers who participated in the manpower survey are contained in Appendix F. The occupations listed in the table are those for which there are already existing

vocational programs within the region or for which such programs could reasonably be expected to be initiated in the future. Occupations are listed in the table according to their DOT code numbers. Employment data that are followed by asterisks are underestimates of actual figures due to the fact that one or more employers failed to provide the requested manpower data. If a substantial number of employers or a major employer of persons having a given job title failed to provide the requested information, no data were presented in the table.

Among the firms included in the regional manpower survey, the largest number of persons were employed as office clerks (1,260), production machine operators (905), millmen (842), sales clerks (730), nurses aids (530), cabinet and box assemblers (493), cooks (445), truck drivers (417), auto and truck mechanics (374), stock and counter clerks (361), welders (343), waiters and waitresses (325), secretaries (321), and registered nurses (267). Fewest persons were employed as computer programmers (5), marine draftsmen (12), occupational therapists (12), civil engineers (12), estimators (13), small engine mechanics (13), advertising directors (15), lay-out men (15), and clerk typists (18).

During the past 12 months, persons were most often hired as waiters and waitresses (191), sales clerks (176), nurses aids (173), office clerks (141), millmen (116), stock and counter clerks (99), production machine operators (89*), and registered nurses (84). There were many occupations listed in the table for which no persons

at all were hired during the past 12 months or for which very few persons were hired.

During the past 5 years, persons were most often hired as nurses aids (761), waiters and waitresses (716), office clerks (554), heavy equipment operators (410), sales clerks (385), millmen (371), stock and counter clerks (318), production machine operators (300*), cashiers (267), registered nurses (250), and cooks (245). Fewest persons were hired as civil engineers (1), estimators (1), plumbers/gas fitters (1), laboratory technicians (2), computer programmers (3), stenographers (4), lay-out men (4), veneer cutters (4*), salesmen (5), heating and air conditioning installers/mechanics (6), electrical engineers (7), marine draftsmen (7), purchasing agents (7), shipping and receiving clerks (7), and bakers (8).

The estimated number of persons who will be hired during the next 12 months was greatest for nurses aids (175), waiters and waitresses (143), millmen (100), sales clerks (88), office clerks (72), registered nurses (68), janitors (67), cashiers (63), heavy equipment operators (63), and stock and counter clerks (61). The estimated number of persons who will be hired during the next 5 years was greatest for nurses aids (806), waiters and waitresses (670), office clerks (412), millmen (385), sales clerks (319), registered nurses (280), stock and counter clerks (278), cashiers (232), heavy equipment operators (182), cooks (169), janitors (163), auto and truck mechanics (162), production machine opera-

tors (160*), and licensed practical nurses (153). There were many occupations for which few, if any, persons would be hired either during the next 12 months or during the next 5 years according to the expectations of the employers interviewed during this survey.

The supply coefficient, which can range in value from 1.00 to 3.00, represents an estimate of the availability of qualified applicants for each occupation. The larger the value of the coefficient, the greater the estimated supply of qualified applicants. The occupations that were judged to have the lowest supply of qualified applicants were tool and die maker (1.00), computer programmer (1.20), lay-out man (1.50), advertising director (1.67), auto and truck mechanic (1.78), auto body mechanic (1.79), draftsman (1.80), estimator (1.80), heating and air conditioning installer/mechanic (1.80), electrical engineer (1.83), stenographer (1.83), electrician (1.83), small engine mechanic (1.83), civil engineer (1.88), registered nurse (1.89), dietician (1.92), and maintenance mechanic (1.98). Those that were judged to have the most plentiful supply of qualified applicants were furniture salesmen (3.00), waiters and waitresses (3.00), pantry workers (3.00), janitors (3.00), cabinet and box assemblers (3.00), sales clerks (2.88), and cashiers (2.85).

A table comparing the supply of qualified applicants with the demand for new employees is contained in Appendix G. Occupations were categorized into three groups according to their supply

coefficients. Those having coefficients ranging from 1.00 to 1.99 were arbitrarily classified as having a low supply of qualified applicants, while those having coefficients between 2.50 and 3.00 were arbitrarily classified as having a high supply of qualified applicants. Occupations having coefficients between 2.00 and 2.49 were arbitrarily classified as having a moderate supply of qualified applicants.

Occupations were also classified according to the anticipated number of persons employers expected to hire during the next 12 months or during the next 5 years. Occupations were classified as being in high demand if employers expected to hire more than 10 persons during the next 12 months or more than 20 persons during the next 5 years. Occupations were classified as being in moderate demand if employers expected to hire from 6 to 10 persons during the next 12 months or from 11 to 20 persons during the next 5 years. Finally, occupations were classified as being in low demand if employers expected to hire fewer than 6 persons during the next 12 months or fewer than 11 persons during the next 5 years. Whenever a discrepancy occurred in the classification of occupational demand based on estimates of the number of persons that will be hired in the next 12 months and the number that would be hired in the next 5 years, the occupation was placed into the category showing the higher demand.

Six occupations were classified as being high in demand and as having a low supply of qualified occupations. The occupations

were registered nurse, licensed practical nurse, tool and die maker, auto/truck mechanic, auto body mechanic, and electrician. Occupations classified as being in high demand but as having a moderate supply of qualified applicants were dietician, secretary, bookkeeper, auto/truck salesman, cook, production machine operator, sawyer, and carpenter. Those that were classified as being moderate in demand but as having a low supply of qualified applicants were advertising director and maintenance mechanic. Finally, occupations that were classified as having a high supply of qualified applicants despite having a low demand for new employees were marine draftsman, clerk typist, shipping clerk, furniture salesman, salesman, and veneer cutter.

Qualifications for Employment. Since vocational educators responsible for planning vocational education programs in the River Hills Region expressed a strong need for information dealing with qualifications for employment, this information was obtained for each job title during the manpower survey. The information will be included in the catalog of regional employers.

Information Bearing on Program Curricula. Information on critical tasks performed by persons having various job titles will also be contained in the catalog of regional employers.

Lists of employers having plans for the expansion or reduction of their operations are contained in Appendix H. If the nature of these plans was made available to the interviewers, it was also included in the appendix in parentheses following the name

of the employer. While 80 employers indicated during the survey that they had plans for expansion, many of these plans were rather vague or merely expressed the desire for increased business activity in the future. In many cases, the responses indicated a great deal of uncertainty because of unknown factors in the economy. Only 4 employers indicated that they had plans to reduce their operations. Two of these planned reductions were the consequences of increased automation, while the other two were anticipated retirements.

Responses to items having a more direct bearing on training needs are contained in Appendix I. Appendix I-1 contains a list of employers who reported having training needs due to changes in technology and equipment. While 139 employers responded to this item in the survey, few of these reported training needs will have an impact upon local schools since the needs were usually met by suppliers of equipment or by the employers themselves.

Appendix I-2 contains a list of employers who reported to have plans for changing their training. Again, most of these planned changes reflected routine training by the suppliers of equipment or by the employers themselves.

Appendix I-3 contains a list of employers who expressed an interest in special training programs. While some of the responses were merely repeated expressions of the information contained in Appendices I-1 and I-2, many employers did express an interest in the types of training programs that could be conducted by the

schools providing vocational education in the River Hills Region. A total of 142 employers responded to the question dealing with interests in vocational education programs; a description of these interests is presented in Appendix I-3 along with the names of the firms.

A list of the employers who indicated that they required their employees to upgrade their skills is contained in Appendix I-4. In many cases, these employers had already indicated their training needs in response to one of the earlier questions. Furthermore, most of the employers were already providing the training that was required to upgrade skills.

Employer Reactions to Vocational Education. Appendix J-1 contains a list of employers who indicated that they were either satisfied or dissatisfied with vocational education programs. The nature of the comments themselves is also summarized in the appendix. A majority of the comments indicated favorable reactions to vocational education. Of the 119 employers who responded to the question dealing with their satisfaction with vocational education programs, 80% expressed satisfaction with the programs, while another 8% expressed mixed positive and negative reactions. Only 10% of the respondents to this question made responses that only expressed dissatisfaction. In several cases, these reports of dissatisfaction were the results of experiences with just one employee who had graduated from a vocational education program.

Specific suggestions for the improvement of vocational

education are contained in Appendix J-2. Of the 75 employers who responded to the question asking for suggestions for improving vocational education, almost one-third stated the opinion that there was a need to provide the students with more experience. Some suggested that more on-the-job training be provided. Approximately one-fifth of the responses to the question were suggestions for new programs, while another one-fifth were suggested additions or changes to present programs. Twelve percent of the responses concern the attitudes of students; persons making this type of response generally felt that these attitudes needed to be improved. Seven percent of the responses concerned the need for improved education in basic mathematics and reading.

EVALUATION

Progress toward achieving the objectives of the project was evaluated periodically during meetings of the Project Steering Committee whose membership consisted of Edwin W. Crooks, Chancellor, Indiana University Southeast; Charles E. Fields, Assistant Superintendent for Vocational and Continuing Education, New Albany-Floyd County Consolidated School Corporation; Frank E. Lind, Executive Director, River Hills Regional Planning Commission; and Carl F. Scott, Vice President/Dean, Indiana Vocational Technical College. When meetings of the entire Project Steering Committee were not possible, the Principal Investigator met individually with the members of the committee.

The activities that were conducted during the present study were part of a project designed to improve communications pertaining to vocational education and to implement regional planning for vocational education. The development of a manpower information system was an inherent part of these efforts. Its eventual success in helping to attain these objectives cannot be assessed at this time. If the information obtained during the regional manpower assessment prove useful in planning vocational education programs, especially at a coordinated regional level, then the efforts will have proved worthwhile.

CONCLUSIONS AND RECOMMENDATIONS

Coordinated planning for vocational education at the regional level requires extensive information on the manpower needs of the community. While some of this information can be obtained from existing state and local sources, many vocational educators have reported that they have made relatively little use of data from these sources. The major reasons for the low utilization of existing data were stated to be (a) the lack of correspondence between the type of information needed for adequate planning and the specific information that is generally available, and (b) the lack of confidence in its accuracy.

During the present project, an effort was made to develop a model for establishing a manpower information system that would provide data consistant with the informational needs of vocational educators involved in planning and would generate sufficient confidence in its accuracy. Once developed, the system was used to collect manpower data within the five counties comprising the River Hills Region. This data will be used by vocational educators within the region for planning vocational education programs and will provide baseline data for evaluating the training needs of the community and, if possible, to establish coordinated planning at the regional level.

Before the manpower information system can be implemented, there are several important issues that must be resolved. These

issues will be discussed in this section.

Consensus of Informational Needs. The model for the manpower information system requires that information made available to vocational educators corresponds to their actual informational needs. In order that such correspondence be established, it is necessary first that there be a reasonable amount of agreement between educators regarding these needs. Only a limited amount of information can be collected from employers without risking some loss of cooperation. In order to keep the amount of information within these limits while still maintaining a high degree of correspondence between the information and the informational needs of vocational educators, the educators must agree among themselves concerning the types of information that are most needed.

Because of the relatively small number of educators in the River Hills Region who are responsible for planning vocational education programs, measures of dispersion were not computed for the ratings of the importance of the various manpower information items. Inspection of the ratings, however, suggests that there is a reasonable amount of consensus between the ratings. The greatest discrepancy occurred between the ratings received from the two representatives of the regional campus of the state university and those received from the other educators in the sample. Compared to the latter, the representatives from the state university tended to stress the importance of data

tabulated across the region as a whole rather than data from individual employers. This difference, however, was one of degree rather than an absolute difference since the ratings received from educators not associated with the state university also tended to show a greater need for data tabulated across the region.

A similar issue must also be resolved before the model can be adopted in other regions of the state or before it can be applied at the state level. The correspondence between the informational needs of regional educators and the data collected during the manpower survey was assured by designing the survey instrument to reflect the results of the survey of informational needs. However, all of the educators included in the survey were responsible only for planning programs within the River Hills Region. No effort was made to establish the generality of the informational needs to other regions of the state or to the state as a whole.

If the manpower information system were to be adopted in other regions of the state, it would be imperative to repeat the survey of vocational educators within each region in order to establish informational needs within those regions. Moreover, since the initial list of manpower items was also generated within the River Hills Region, it would be advisable to generate new lists within each of the regions. If the final outcomes were similar to those obtained in the River Hills Region, then perhaps the manpower

survey instrument developed during the present project could be used in the other regions. If the outcomes differ, however, it would then be necessary to adapt the instrument to these outcomes or to develop new instruments that would provide the information needed by vocational educators within those regions.

While it may be possible to develop a manpower information system that would provide relevant manpower data to vocational educators from throughout the state, it would first be necessary to establish the homogeneity of informational needs among vocational educators in different regions. If these needs are found to be consistent from region to region, then it should be possible to develop a statewide survey instrument that would provide data that would meet these informational needs. However, in conducting such a survey of informational needs among vocational educators throughout the state, it would be important to add an additional set of ratings to the survey instrument. In addition to obtaining ratings of the importance of data from individual employers and data tabulated across the region, it would be necessary to obtain ratings of the importance of data tabulated across the state. If such ratings indicate that statewide data would be an important asset for planning vocational education programs, then the rest of the model can be applied in establishing a manpower information system on a statewide basis rather than a regional basis.

Adoption of the Manpower Information Sytem by School Systems

or Clusters of Schools Within a Region. In order to serve as a feasible model for the collection and dissemination of manpower data to be used for planning vocational education programs, the manpower information system must be capable of being implemented without the extensive involvement of a professional staff. Data collection and analysis are sufficiently time consuming that they cannot be performed adequately by present staff members having other assigned duties without interfering with these other duties.

While the initial development of the model was performed by a professionally trained researcher hired full-time to conduct the project, the actual data collection and much of the data analysis was performed by untrained persons hired for the project on a part-time and temporary basis. Two of these persons were retired county agents whose backgrounds were in the field of agriculture. The other was a recent college graduate whose educational background was unrelated to the project. Nevertheless, the staff members proved to be quite efficient and few problems occurred. Perhaps the greatest deficiency occurred when the staff members were asked specific questions by employers concerning vocational education programs. Although they were provided with information on each of the schools that provide vocational education within the region, it was often necessary to refer these questions to professional staff members who could provide answers at a later time. Nevertheless, these deficiencies affected only the communications aspects of the project and not the data collec-

tion itself.

As an alternative to hiring a temporary staff to conduct the interviews and perform the data analysis, it may be possible to utilize existing staff members during the summer vacation period. Although these staff members may be better trained and more familiar with vocational education than temporary employees who are hired only for data collection and analysis, a resulting problem may occur due to school loyalty and identification. In order to conduct a manpower survey on a regional basis, it will be necessary to share all the information with each of the schools participating in the survey. The inherent competition that exists between schools may make it difficult for some permanent staff members to share important information with other schools. In such cases, it would probably be preferable to employ temporary persons whose loyalties would be to the region as a whole rather than to any one of the educational institutions.

A related problem in the use of existing staff members could occur when employers ask questions about various vocational education programs within the region. An interviewer whose loyalties center around a single institution would be more apt to provide biased or distorted information in response to such inquiries. Again the problem could be averted through the employment of interviewers who could represent the entire region on a temporary basis.

Persons who are involved in data collection must have

sufficiently flexible schedules to enable them to visit employers without experiencing conflicts with other duties. Again, persons who would be hired specifically for the interviews would be more apt to have such flexibility in scheduling. However, it would be important that these persons be sufficiently skilled in communications that they adequately represent the educational institutions of the region.

One problem that may occur in the conduct of a manpower information survey is the cost of operations and personnel. While the present project was funded through a grant from the State Board of Vocational and Technical Education, wide scale adoption of the information system at the regional level would probably require local funding. While the system can be implemented by a single school system, it would be much more economical if the costs were to be spread over several systems within a region. Not only would this result in lower costs for each institution, it would serve as a stimulus for the adoption of coordinated planning between educational instituions at a regional level.

Employer Cooperation. Data collection of the type involved in the manpower information system will require the complete cooperation of employers within the region. Many questions require employers to examine their files and records and to spend a great deal of time providing the requested information. It is obvious that it will be necessary to maintain a close rapport between interviewer and employer in order to achieve this degree of

cooperation.

An initial concern during the planning stages of the present project was that employers would simply refuse to provide information during the conduct of the survey. Persons who were experienced in conducting surveys of employers warned that employers would resent another such survey and would not be cooperative. Several employers who served on the Advisory Council for Vocational Education in the River Hills Region warned that many employers would refuse to provide information during a survey since the information could be made available to competitors.

When data collection was begun, it was learned that many employers did refuse to cooperate when phoned for an appointment. They were simply able to say over the telephone that they were too busy to get involved in a survey. However, once the interviewers began to make personal visits without preliminary telephone calls, refusals declined to an insignificant number. Thus, once a face-to-face meeting is established between interviewer and employer, it will be very unlikely that an employer will be uncooperative.

A more serious problem than lack of cooperation was the extensive amount of information that some of the companies were requested to provide. Since there was a separate section of the interview for each job title, firms employing persons in a wide range of jobs were asked to provide an inordinate amount of data. In fact, the request for this amount of information could be

considered to be unreasonable since it would probably require an employer many hours of personnel time to provide it.

Although many larger employers were willing to provide this amount of information, it was necessary in some cases to reduce it by combining several job titles into a cluster of titles. While in some cases this caused only a minor loss of information because the jobs within a cluster were highly related, in other cases the information loss was substantial. For regions in which there are many large employers employing persons in many different occupations, it will be necessary to devise a more efficient system of data collection. Perhaps school systems that attempt to conduct a regional manpower survey can meet in advance with representatives from large companies to discuss the problem. If personnel managers could be made more aware of the informational needs of vocational educators and if they could be made to realize the benefits of information sharing to the employer, then perhaps they would be more willing to work with the schools to achieve a satisfactory solution to this problem.

Adequacy of Sampling. Another serious problem affecting the generalizability of the data stems from the sampling procedures. Because of the size of the particular region in which the project was conducted, it was possible to include in the sample most or all of the larger employersin the region. However, this would probably not be possible in some of the larger and more industrial areas of the state. Even within the River Hills Region it was clear that

data were inadequate for certain occupations, particularly the professions. For example, the estimated number of accountants or architects was apt to be quite low since employers of both accountants and architects tended not to be chosen for the sample.

Although random sampling procedures could be used in the larger regions of the state for selecting the sample of employers to be included in a manpower survey, there is an inherent danger in using this procedure. If persons in a certain occupation tend to be employed in only one or two firms within a region, and if by chance these firms are not selected for the sample, then the estimates of the manpower needs for persons in these occupations will be highly distorted.

The solution to the sampling problem lies in the use of representative samples rather than random samples. If it is known in advance which job titles are most critical for planning vocational education programs, then the sample can be selected to include employers of persons having these titles. In essence this procedure was used in the River Hills survey. This would account for the fact that the data were probably more complete for auto mechanics and nurses than for accountants and architects.

Data by Employers Versus Data by Region. Another problem in the manpower information system lies in the distinction between data reported by employer and data tabulated across the region as a whole. Data that are obtainable in numerical form,

such as employment statistics, can be readily combined to yield information pertaining to the region as a whole. Data that are not readily obtainable in numerical form, such as qualifications for employment, are more easily reported by employer.

The survey of information needs among vocational educators showed that while data at both levels are judged to be important, data compiled at the regional level are judged to be more critical for planning than data presented by employer. This phenomenon was especially apparent among the representatives from the regional branch of the state university.

One of the major reasons for the difficulties involved in presenting non-numerical data for the region as a whole was the large number of job titles that were examined during the survey. If the number of job titles could be reduced to a more limited number, or if regional data of a non-numerical type could be limited to only those job titles for which vocational educators have the greatest interest, then it should be possible to examine non-numerical data in greater depth.

Effects of Commuting Into Other Regions for Employment. While the focus of the data collection efforts during the present project was on the five counties comprising the River Hills Region, it was recognized that a substantial portion of the working population commuted to locations outside of the region for employment. The largest number of these commuted to places of employment in neighboring Louisville, Kentucky, just minutes

from Clark and Floyd Counties.

It is obvious that a survey of employers in Louisville would be beyond the scope and capacity of the present project. Nevertheless, it is recognized that an accurate picture of manpower needs cannot be formulated without this information. An example of the distortion that could result is seen in the manpower information derived for computer programmers. The survey of manpower needs in the River Hills Region revealed that there was a low demand for computer programs. In contrast, school placement personnel reported that they had no difficulty finding employment for the graduates of the computer programming courses. It was clear that these graduates were finding employment in Louisville where the demand for programmers was greater than in the River Hills Region.

One solution to this problem would be to coordinate manpower data collection with schools in the area to which local residents are commuting. However, this would require a willingness on the part of these other schools to participate in such a joint venture. Moreover, such coordination was not even possible in this particular case since there were no plans among the schools in Louisville to conduct such a survey. Furthermore, even if there were such plans, there would be no guarantee that the methodologies would be compatible.

A second solution would be to reach generalizations from the regional survey data, and then to verify them by visiting a limited number of employers in the adjacent region. While this

strategy could work for job titles that exist in both regions, it could not be used for job titles that exist only in the adjacent region to which local residents commute.

A third solution is to utilize whatever sources of information already exist to verify the conclusions reached from the regional manpower survey. This was the solution that was actually adopted during the conduct of the River Hills Region Vocational Education Information Project. In particular, data collected from the regional manpower survey were compared with information supplied by the Kentucky Department of Human Resources. In most cases, information from these two sources corresponded reasonably well. Discrepancies occurred most often when only a few persons were employed within the River Hills Region in occupations that were common in Louisville or when few persons were employed in Louisville in occupations that were common in the River Hills Region. While data from individual employers were not available from sources in Louisville, the data collected from employers in River Hills supplied much of the information that could have been collected in Louisville.

In future applicants of the model, it could be possible to visit a limited number of employers in an adjacent region to which many local residents commute for employment. This was done during the present study to a limited extent, and the procedure yielded some information that was found to be rather important for vocational education planning. Moreover, if such contacts must

be restricted in number, then it should be possible to focus them on visits to employers employing persons for job titles not readily found within the local region. This would provide a maximum amount of information that would not be available locally while minimizing the costs and efforts that are involved in data collection.

Economic Development. One of the purposes of the manpower information system was to obtain data that could be used by a planning commission to develop strategies for economic development. These efforts were not highly successful since few employers provided detailed information on topics related to economic development even though questions designed to elicit such information were included in the survey instrument. This failure to obtain much information on factors related to economic development may have stemmed from the types of persons that were generally interviewed; most personnel managers may have simply been uninformed about such matters. In addition, questions relating to economic development may have appeared to be out of place in the survey, and respondents may have avoided answering apparently irrelevant questions.

Recommendations. As a result of the activities conducted during the project, the following recommendations are made:

1. Vocational educators who are involved in planning should participate more closely in the design of manpower information surveys, both in the design of data collection instruments and in the methodology for data collection. Manpower surveys that

have been conducted in the past by agencies outside of vocational education have failed to obtain the type of information that vocational educators report as being critical for adequate planning. Moreover, a lack of information on sampling processes have resulted in uncertainties on the validity and reliability of the data. The participation of vocational educators in the survey process should occur regardless of whether the schools conduct their own surveys or the surveys are conducted by agencies independent of school systems.

2. While the results of the regional survey of vocational educators have established informational needs within the River Hills Region, it is important that these informational needs be established in other regions of the state. If the information needed for vocational education planning is found to be relatively consistent throughout the state, then it should be possible to develop a single manpower survey instrument that would have universal application. If the information needed for planning is found to vary from region to region, then unique instruments will have to be developed for each region or for each group of regions having similar informational needs.

3. Although information summarized across employers was generally rated as more critical for planning than information supplied by individual employers, it is important to recognize that both forms of information were judged critical for planning. Therefore, future manpower surveys should attempt to provide both

types of information. While data supplied to state agencies from employers is now considered to be confidential and cannot be released unless combined with data from other employers, efforts should be made to determine whether or not these employers would allow the information to be given to schools without strict anonymity. Despite the warnings that were given to project personnel concerning the reluctance of employers to provide manpower information, most employers were willing to provide detailed information even through confidentiality was never discussed. It may be possible that employers would be more willing than commonly recognized to allow identifiable information to made available to schools providing vocational education if the information were to be used only for planning.

4. Many of the manpower information items that were judged by vocational educators to be important for planning pertained to projected employment needs or anticipated changes in training needs. While employers did respond to these items during the survey, there was no way to assess the accuracy of the information that was provided. Since this type of information was judged to be highly critical for planning, it is important that the validity of the data be established. This can be done by comparing the data obtained during the survey with data obtained in the future relating to actual employment practices. In this way, it would be possible to estimate the accuracy of manpower forecasts.

5. While most employers appeared to be highly cooperative

in supplying the requested information, the sheer number of job titles among the larger employers made data collection rather cumbersome at times. This problem may have been aggravated by the change in the methodology in which interviewers did not give employers prior notification of the survey visit. In order to develop more efficient procedures for collecting manpower information from large employers, it is recommended that these larger employers be more closely involved in the development of the data collection instrument and the data collection methodology. Given closer identification with these efforts and a better understanding of the need for the information, it is possible that employers could assist in the development of strategies to provide the needed data.

6. Regional manpower surveys inherently involve the efforts of many persons including both employers and vocational educators. While most employers and educators involved in this project were highly cooperative, the total time and effort by all participants involved in the project was substantial. It is therefore recommended that a follow-up study be conducted to determine the extent to which the data were actually used. If data from this and similar manpower surveys are used as infrequently as other manpower data were reported to be used by vocational educators, then consideration should be given for discontinuing any future data collection efforts. On the other hand, if the data are used more frequently than other survey data, then consideration should

be given for continuing or expanding future data collection efforts, particularly within other regions of the state.

7. Regions such as the River Hills Region that are located near population centers of neighboring states will inevitably find many persons commuting to jobs in the other states. Therefore, efforts should be made in these regions to expand any manpower surveys to include these adjacent population centers. Similarly, schools in the adjacent population centers train persons for the same types of jobs as the schools within the home region. Therefore, efforts should be made to obtain as much information as possible concerning programs in these schools and, perhaps, to include them in a coordinated planning effort.

REFERENCES

1. National Advisory Council on Vocational Education. "Vocational Education: The Bridge Between Man and His Work." In Notes and Working Papers Concerning the Administration of Programs Authorized Under the Vocational Education Act of 1963, Public Law 88-210, as Amended, Washington. D. C.: U. S. Government Printing Office, 1968.
2. Lecht, L. A. An Analysis of Manpower Requirements Information and the Availability of Vocational Education in Selected Urban and Rural Areas, Washington, D. C.: The Center for Priority Analysis, National Planning Association, 1970.
3. National Advisory Council on Vocational Education. Report of the Subcommittee on the Utilization of Manpower Information for Vocational Education Planning, Washington, D. C.: U. S. Government Printing Office, 1971.
4. U. S. Government Accounting Office. What is the Role of Federal Assistance for Vocational Education?, Comptroller General's Report to the Congress, Washington, D. C.: U. S. Government Printing Office, 1974.
5. Drewes, D. W. & Katz, D. S. Manpower Data and Vocational Education: A Study of Availability and Use, Raleigh, N. C.: North Carolina State University at Raleigh, 1975.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING February, 1978
(Date)

(32-77-C)
Project No. 5-77-C-17

ITEMS	Project Budget FY 19--		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel		12,554.00		12,554.00	(plus transfer)	00.00
2. Contractual services		900.00	(transferred 780.00 personnel	900.00		00.00
3. Employee benefits		1,254.00	120.00 emp. ben.)	1,254.00	(plus trans.)	00.00
4. Travel		1,012.00		1,012.00	(plus trans.)	00.00
5. Supplies and materials		300.00	(transferred 75.00 to travel	300.00		00.00
6. Communications (include phone calls, printing)		580.00	(transferred 75.00 to travel	580.00		00.00
7. Properties (rentals or purchase of equipment)	375.00		375.00		00.00	
8. Facilities	350.00		350.00		00.00	
9. Product production and dissemination						
10. Project Evaluation						
B. INDIRECT EXPENDITURES	249.00		249.00		00.00	
C. TOTAL EXPENDITURES	974.00	16,600.00	974.00	16,600.00	00.00	* 00.00

Fiscal Agent/Director: Charles E. Fields and Edward Adams, Fiscal Officer

Institution/Agency Name: New Albany-Floyd County Consolidated School Corporation

* Refund this amount to the State Board of Vocational and Technical Education

APPENDIX A

Contents

Sections

A-1. Participants of Meeting on Informational Needs for Vocational Education Planning

A-2. List of Information Needed for Vocational Education Planning Suggested During Regional Meeting of Vocational Educators

A-3. Final List of Informational Needs Rated by Regional Vocational Educators Involved in Planning

PARTICIPANTS OF MEETING ON INFORMATIONAL
NEEDS FOR VOCATIONAL EDUCATION PLANNING

Eugene H. Drucker
Vocational Research Coordinator
River Hills Region Vocational Education Information Project

Charles E. Fields
Area Vocational Director
New Albany-Floyd County Consolidated School Corporation

Newtown Hatfield
Director of Adult/Vocational Education
Greater Clark County Schools

William B. Hebard
Dean of Academic Affairs
Indiana University Southeast

Louis Lenn
Director of Guidance
South Central Area Vocational School

Morris Rosenbaum
Administrative Assistant
Salem Community Schools

Carl F. Scott
Vice-President/Dean
Indiana Vocational Technical College

LIST OF INFORMATION NEEDED FOR VOCATIONAL EDUCATION PLANNING
SUGGESTED DURING REGIONAL MEETING OF VOCATIONAL EDUCATORS

Job titles
Number of persons having each job title
Changes in the number of people having each job title
Data by clusters of persons having similar job titles
An employer's projection of needs for the next five years
An employer's hiring practices for the last five years
Critical skills at entry and advanced levels of hiring
Critical or specialized equipment
New equipment that employer will get in the future
Selection tests and the types of items that are in them
Minimum age for employment
Experience requirements for employment
Requirements for upgrading skills in which schools could assist employees
In-house training programs
Prior training required for employment
Other qualifications for employment
Number of persons hired during the last five years
Current hiring needs
Projected hiring needs for the next five years
Expansion and technological changes that will require specialized needs
Number of people who will retire

FINAL LIST OF INFORMATIONAL NEEDS RATED BY REGIONAL VOCATIONAL EDUCATORS INVOLVED IN PLANNING

Job titles
Number of employees having each job title
Number of employees having each job title who are graduates of vocational education programs
Number of employees having each job title who were hired during the past 12 months
Number of employees having each job title who were hired during the past 5 years
Number of employees having each job title who were hired for entry level positions during the past 12 months
Number of employees having each job title who were hired for entry level positions during the past 5 years
Number of employees having each job title who were hired for advanced level positions during the past 12 months
Number of employees having each job title who were hired for advanced level positions during the past 5 years
Number of employees having each job title and who were hired in the past 12 months listed by age, sex, and other demographic characteristics
Number of employees having each job title and who were hired in the past 5 years listed by age, sex, and other demographic characteristics
Expected number of persons who will be hired for each job title during the next 12 months
Expected number of persons who will be hired for each job title during the next 5 years
Expected number of persons who will be hired for each job title at entry level positions during the next 12 months
Expected number of persons who will be hired for each job title at entry level positions during the next 5 years
Expected number of persons who will be hired for each job title at advanced level positions during the next 12 months
Expected number of persons who will be hired for each job title at advanced level positions during the next 5 years
Current number of job vacancies for each job title
Current number of job vacancies for each job title at entry level positions
Current number of job vacancies for each job title at advanced level positions
Employer's estimates of the availability of qualified job applicants for meeting future employment needs
Employer's plans for expansion or reduction of facilities
Employer's plans for changes in products, services, etc.
Employer's anticipated technological changes

Employer's anticipated changes in equipment
Employer's anticipations concerning the effects of changes in technology and equipment on future training needs
Annual turnover rate for each job title
Number of employees having each job title who will retire in 5 years
Number of employees who will vacate their present positions as a result of promotions or transfers
Employer's anticipated changes in sources or methods of training
Tasks which applicants for each job title must be able to perform to be hired for entry level positions
Tasks which applicants for each job title must be able to perform to be hired for advanced level positions
Other qualifications for entry level employment for each job title
Other qualifications for advanced level employment for each job title
Amount and type of prior experience required for entry level employment for each job title
Amount and type of prior experience required for advanced level employment for each job title
Nature of written and performance tests administered to applicants for each job title
Scores or performance standards that are required on tests for employment at entry level positions for each job title
Scores or performance standards that are required on tests for employment at advanced level positions for each job title
Amount and type of prior training required for entry level employment for each job title
Amount and type of prior training required for advanced level employment for each job title
Critical tasks that employees having each job title must be able to perform
Employer's requirement concerning the ability to perform critical tasks as a qualification for employment
Methods by which new employees learn to perform critical tasks when the ability to perform these tasks is not a qualification for employment
Employer's interest in arranging for schools to provide training for new employees who lack the skills to perform critical tasks
Tasks which employees having each job title must be able to perform for promotion or advancement
Methods by which employees learn to perform tasks required for promotion or advancement
Employer's interest in arranging for schools to provide training for employees to enable them to perform tasks required for promotion or advancement
Employer's requirements for employees to upgrade their skills
Employer's interest in arranging for schools to provide training or classwork that would upgrade skills of present employees

Specialized equipment which employees having each job title must be able to operate
Employer's requirements concerning the ability to operate this specialized equipment as a qualification for employment
Methods by which new employees learn to operate this specialized equipment when the ability to operate it is not a requirement for employment
Employer's interest in arranging for schools to provide training for employees that would enable them to operate this specialized equipment
Other training needs that could be met by schools that offer vocational or occupational training
Salaries for entry level employees having each job title
Salaries for advanced level employees having each job title
Other employee benefits
Opportunities for advancement and promotion for each job title
Whether or not in-house training programs are conducted for each job title
The nature of these in-house training programs
Employer's satisfaction with employees who have graduated from vocational education programs
Employer's suggestions for improving vocational education programs
Percentage of employees having each job title who are hired from different sources such as IESD referrals, walk-ins, etc.

APPENDIX B

Contents

Sections

B-1. Educators Who Rated the Importance of Each Type of Manpower Information for Planning Vocational Education Programs

B-2. Survey Instrument Used to Obtain Ratings of Manpower Information Needs Among Planners for Vocational Education Programs; Summary of Ratings

EDUCATORS WHO RATED THE IMPORTANCE OF
EACH TYPE OF MANPOWER INFORMATION FOR
PLANNING VOCATIONAL EDUCATION PROGRAMS

H. Ross Brown
Director
South Central Area Vocational School

Dennis Fach
Assistant Director
Charles A. Prosser Vocational Center

Charles E. Fields
Area Vocational Director
New Albany-Floyd County Consolidated School Corporation

John M. Franklin
Director of Community Services
Indiana Vocational Technical College

William Hebard
Dean of Academic Affairs
Indiana University Southeast

Delmar Johnson
Director
Charles A. Prosser Vocational Center

Louis Lenn
Director of Guidance
South Central Area Vocational School

George T. Popp
Chairman, Division of Purdue Programs
Indiana University Southeast

Morris Rosenbaum
Administrative Assistant
Salem Community Schools

Carl F. Scott
Vice President/Dean
Indiana Vocational Technical College

Jim Stanley
Director of Instruction
Indiana Vocational Technical College

Lawrence H. Wheatley
Curriculum Specialist
South Central Area Vocational School

A SURVEY OF MANPOWER INFORMATION NEEDS AMONG PLANNERS IN VOCATIONAL EDUCATION

NAME OF EDUCATOR: _____

POSITION: _____

SCHOOL: _____

RIVER HILLS REGION VOCATIONAL EDUCATION INFORMATION PROJECT

The River Hills Region Vocational Education Information Project has been awarded a grant from the State Board of Vocational and Technical Education to conduct a manpower survey in the five counties comprising the River Hills Region . The information obtained during this survey will be available to all educators who are involved in planning programs in vocational education.

Since the amount of information that can be obtained during this survey is limited, it is essential that only the most critical data be collected. You are being asked to help determine the type of information that will be collected by rating the importance of each type in terms of planning your own programs. While some information may be difficult or impossible to obtain, an attempt will nevertheless be made to collect all information judged to be crucial.

The information will be obtained through personal contacts with all major employers in the region and with samples of other employers. Since it will be possible to identify the source of the data, you are being asked to make two separate ratings of the importance of each type of information. The first rating should specify how important the information would be when the specific employer is identified. The second rating should specify how important the information would be when compiled across all employers in the region.

Please use the following scale when making your judgments:

1 - The information is crucial for adequate planning

2 - The information is rather important, but not crucial

3 - The information would be nice to have, but its importance is limited

4 - The information is rather unimportant, but not quite worthless

5 - The information is worthless for adequate planning

If you have any questions about these ratings or about the project, please call Eugene H. Drucker in New Albany at 945-2731, extension 271. Please return the completed rating forms to:

Mr. Eugene H. Drucker
River Hills Region Vocational Education Information Project
c/o Indiana University Southeast
4201 Grantline Road
New Albany, IN 47150

EMPLOYMENT DATA AND STATISTICS	EMPLOYER	REGION
1. Job titles of employees	2.00*	1.83*
2. Number of employees by job title	2.00	1.58
3. Number of employees by job title who are graduates of vocational education schools	2.45	2.17
4. Number of employees by job title who were hired during the last 12 months	2.36	2.08
5. Number of employees by job title who were hired during the last 5 years	2.18	1.92
6. Number of employees by job title who were hired for entry level positions during the last 12 months	1.91	1.75
7. Number of employees by job title who were hired for entry level positions during the last 5 years	2.18	2.00
8. Number of employees by job title who were hired for advanced level positions during the last 12 months	2.82	2.42
9. Number of employees by job title who were hired for advanced level positions during the last 5 years	3.00	2.75
10. Number of employees by job title who were hired in last 12 months by age, sex, and other demographic characteristics	3.00	2.42
11. Number of employees by job title who were hired in last 5 years by age, sex, and other demographic characteristics	2.91	2.42
PROJECTED EMPLOYMENT NEEDS		
12. Expected number of persons by job title who will be hired in the next 12 months	1.55	1.17
13. Expected number of persons by job title who will be hired for entry level positions in the next 12 months	1.82	1.42
14. Expected number of persons by job title who will be hired for entry level positions in the next 5 years	1.64	1.25

*Mean ratings obtained during survey

	EMPLOYER	REGION
15. Expected number of persons by job title who will be hired in the next 5 years	1.55	1.42
16. Expected number of persons by job title who will be hired for advanced level positions in the next 12 months	2.45	2.17
17. Expected number of persons by job title who will be hired for advanced level positions in the next 5 years	2.45	2.25
18. Current number of job vacancies by job title	1.36	1.33
19. Current number of vacancies for entry level positions by job title	1.27	1.50
20. Current number of vacancies for advanced level positions by job title	2.18	2.42
21. Employer's anticipations concerning the availability of qualified job applicants for meeting future employment needs	1.91	1.67
FACTORS AFFECTING PROJECTED EMPLOYMENT NEEDS		
22. Employer plans for future expansion or reduction of facilities	1.64	1.67
23. Employer plans for changes in products, services, etc.	2.09	2.25
24. Anticipated technological changes	1.91	2.00
25. Anticipated changes in equipment	1.91	2.17
26. Anticipated consequences of technological and equipment changes on future training needs	1.82	1.50
27. Annual turnover rate by job title	2.09	1.58
28. Number of employees by job title who will retire in the next 5 years	2.18	2.08
29. Number of employees who will vacate their present positions as a result of promotions or transfers	2.55	2.33

	EMPLOYER	REGION
30. Anticipated changes in the sources or methods used to provide training	2.09	1.67
HIRING AND EMPLOYMENT PRACTICES		
31. Tasks which applicants must be able to perform to be hired at entry level by job title	1.45	1.17
32. Tasks which applicants must be able to perform to be hired at advanced levels by job title	2.00	1.58
33. Other qualifications required for entry level employment by job title	1.45	1.17
34. Other qualifications required for advanced level employment by job title	2.27	1.92
35. Amount and type of prior experience required for entry level employment for each job title	1.73	1.58
36. Amount and type of prior experience required for advanced level employment for each job title	2.36	2.08
37. Nature of tests (written and performance) administered to job applicants by job title	1.91	1.67
38. Scores or performance standards that are required on tests for employment at entry level positions by job title	2.09	1.67
39. Scores or performance standards that are required on tests for employment at advanced levels by job title	2.55	2.25
40. Amount and type of prior training required for employment at entry level by job title	1.73	1.50
41. Amount and type of prior training required for employment at advanced levels by job title	2.09	1.83

	EMPLOYER	REGION
TRAINING NEEDS		
42. Critical tasks that employees must be able to perform by job title	1.30	1.33
43. Whether or not employees must be able to perform each critical task as a qualification for employment	1.60	1.25
44. Methods by which employees learn to perform these critical tasks when the ability to perform them is not a qualification for hiring	2.40	2.50
45. Employer interest in having the schools provide training for new employees lacking the skills to perform critical tasks	1.40	1.33
46. Tasks which employees must be able to perform for promotion or advancement	2.45	2.17
47. Methods by which employees learn to perform tasks required for promotion and advancement	.36	2.08
48. Employer interest in having the schools provide training for employees to enable them to perform tasks required for promotion and advancement	2.20	1.92
49. Employer requirements to upgrade the skills of present employees	2.10	1.91
50. Employer interest in having the schools provide the training or classwork necessary to upgrade the skills of present employees	1.73	1.75
51. Specialized equipment which employees must be able to operate by job title	1.64	1.67
52. Whether or not employees must be able to operate this specialized equipment as a qualification for employment	1.82	1.83

	EMPLOYER	REGION
53. Methods by which employees learn to operate specialized equipment when this ability is not a qualification for employment	2.55	2.67
54. Employer interest in having the schools provide training to operate specialized equipment when this ability is not a qualification for employment	2.73	2.75
55. Other training needs which can be met by schools providing vocational or occupational education	2.09	1.83
MISCELLANEOUS INFORMATION		
56. Salaries for entry level employees by job title	2.18	2.00
57. Salaries for advanced level employees by job title	2.55	2.42
58. Other employee benefits	2.64	2.50
59. Opportunities for promotion or advancement by job title	2.73	2.75
60. Whether or not in-house training programs are conducted by job title	2.36	2.25
61. The nature of in-house training programs when conducted	2.73	2.50
62. Employer satisfaction with employees who are graduates of vocational education programs	1.82	1.42
63. Employer suggestions for improving vocational education programs	1.55	1.33
64. Percentage of employees by job title who are hired from different sources (e.g. walk-ins, IESD referrals, school counselor referrals, etc)	2.73	2.50

EMPLOYER REGION

OTHER (Please describe in sufficient detail)

APPENDIX C

Contents

Sections

C-1. Instructions for Administering Manpower Information Survey Instrument

C-2. Manpower Information Survey Instrument

RIVER HILLS REGION VOCATIONAL EDUCATION INFORMATION PROJECT

MANPOWER INFORMATION SURVEY

·INSTRUCTIONS·

1. Before beginning the interview, write your name and the data in Section 1. If it is necessary to return for additional interviews, write the dates of these additional interviews in 1c.

2. The information for this interview should be obtained from the person in charge of hiring practices. This person could be a personnel manager, supervisor, owner, or other employee. Appointments should be made in advance to interview this person, and information should be given at this time concerning the types of questions that will be asked.

   For Section 2, record the name of the company or business from which data will be sought during the interview, its address, the name of the person being interviewed, and the principal products or services of the business.

3. Explain the purpose of the project to the respondent before beginning the interview. Stress the fact that data is also being obtained from schools providing vocational education, and that these data will be given to local employers. Also stress the fact that the information obtained from this and other interviews will enable the schools to be more responsive to the needs of the community.

   For Section 3, ask the following question: "Would you give me a list of the titles for the various jobs performed by your employees." If the respondent is uncertain how to respond to this question, present some examples of taken from the Dictionary of Occupational Titles. Do not, however, suggest specific titles for the jobs in this company or business. Use whatever terminology is used by the employer.

   If an employee has more than one job title, record these titles, but indicate that the title is shared with another.

   If the employer knows the DOT codes for these job titles, record them. If not, obtain the codes from the Dictionary of Occupational Titles at a later time and enter them after the titles.

4. Section 4 contains questions pertaining to each job title. Use separate sheets for each job title. Complete the questions for one job title before beginning another. If the respondent cannot answer some of the questions, offer to return at another time to obtain the answers or offer to talk to someone who could answer the questions such as a foreman, supervisor, or an employee with the job title.

   Begin Section 4 by selecting one of the job titles listed in Section 3. Ask "How many _____ do you employ?" Record this under 4b.

Then ask "How many _____ have you hired in the last 12 months and in the last 5 years?" The answers should be recorded under 4c and 4d. If the respondent cannot answer this question, politely ask if someone could obtain this information from employment records.

Ask "Would you tell me approximately how many _____ you think you will hire in the next 12 months?" If the respondent is unsure and doesn't want to specify a number, stress the fact that you just need a rough guess and that you realize that it is impossible to be specific. When a reply is given, then ask "How many_____ do you think will be hired within the next 5 years?" Again, encourage the respondent to supply an answer recognizing that any answer to this question would be speculative. Record these answers in 4e and 4f.

Ask "What is your annual turnover rate for _____?" Although this question appears to be similar to the previous questions, there is a difference in the type of information sought. Turnover refers to the number of people who are hired to replace people who terminate their employment for various reasons (e.g., retiring, being fired, quitting, being promoted). It does not include people who were hired because of expansion, new products, etc., where nobody was replaced. The turnover rate should be recorded in 4g.

Ask "Do you have any openings right now for _____?" If no openings are available, record "0" in 4h. If there are openings, ask "How many?" and record the number given.

The purpose of the questions dealing with critical tasks is not to determine all tasks performed by employees with the designated job title. This is a time consuming job far beyond the scope of the present survey. The purpose is to determine those tasks which are performed by employees with the designated job title which are of greatest concern to the employer. The criteria for determining whether or not a task is critical will vary from employer to employer, and possibly even from respondent to respondent. Some may be concerned with the amount of time spent on the task, the scarcity of people capable of performing it, or the consequences of an error. Others may be concerned with numerous other criteria. Ask "Would you tell me what the most critical or important tasks are that are performed by a _____." If the respondent asks for a definition of critical task, list some of the possible criteria, but do not specify which should be used. For each task listed, ask "Is the ability to perform this task a qualification for employment?" Record the answers to these questions in 4i and 4j.

Ask "Are there any types of specialized equipment which _____ must be able to operate?" The focus of this question is not on tools or equipment that are commonly used by all persons with this job title, but on equipment that this particular employer uses. If relevant, record the name of the equipment, its brand, and the model number in 4k. Also, ask "Is the ability to operate this piece of equipment a qualification for employment?" Record this answer in 4l.

The next group of questions are designed to determine the remaining qualifications for employment in this job title. Ask "Do you require your_____ to have previous experience before you would hire them?" If a negative response is obtained, record "NO" in the appropriate space. If a positive response is obtained, ask "What type of experience?" and record the answer.

Then ask "Do you require any particular type of training before you would hire them?" If a positive response is given, probe to determine what type of training, how extensive, and if there are any preferences concerning where the training should be obtained.

Then ask "Do you administer any tests to people applying for jobs as _____?" If a positive answer is given, probe to determine the type of tests, the particular skills that are measured by these tests, and the scores or performance levels that are required for employment.

Then ask, "Do you require new employees to participate in an apprenticeship program?" If a positive response is given, probe to determine who operates the apprenticeship program (the company or a union) and how long the program requires.

Then ask "Are there any tools which your employees must own for this job?" If a positive response is given, probe to determine which tools. However, if the list is extensive, do not go on with the list. Simply indicate that tools are required.

Ask "Are there any other qualifications for employment as a _____?" If a positive response is given, probe to determine these qualifications.

The information obtained in this group of questions should be recorded in the appropriate spaces under 4m.

Ask "How do you perceive the availability of qualified _____ in the future? Do you think there will be a surplus of qualified applicants, a shortage, or what?" Record the response in 4n.

5. Section 5 concerns the types of training needs a company or business may have that could be served by local schools and colleges. It is important to keep in mind that specialized programs can be developed for particular training programs possessed by employers, employees, organizations, and agencies. Very often, the employers may be completely unaware that these types of services are available from local schools. Furthermore, even if a training need cannot be met by any present program, it may be possible to establish new programs to meet the need.

Ask "Do you know of any future changes in technology, any new equipment you might be getting, or any new products, that will require any of your employees to be retrained or to take special training?" If an affirmative anwser is given, probe to determine the nature of the training requirement. Also probe to determine whether or not there would be an interest in having this training being provided by one of the local schools or colleges. Record the responses in 5a.

Then ask "Are there any plans to expand your facilities here or even possibly to reduce them?" If an affirmative response is given, probe to determine the nature of this change. If possible, try to determine how this change will affect the number and type of jobs that will be available, and what affects there will be on training requirements. Record the responses in 5b.

Ask "Do you anticipate any changes in your training programs or in your requirements for training?" If no in-house training is given, are there plans to start a program. If there is an in-house training program, are there plans to end it or to expand it. Probe to learn as much as possible about future training plans. Record the responses in 5c.

Ask "You listed the types of critical tasks your employees must be able to perform. Do you have any interest in having the schools operate a training program to provide new employees with the ability to perform these tasks?" If an affirmatife answer is given, probe to determine the type of training that would be required, the number of persons to be trained, etc. Record the answer in 5d.

Ask "Do any of your employees need to upgrade their skills?" If an affirmative answer is given, probe to determine the nature of this need and record the responses in 5e. Then ask "Would you have any interest in a training program for upgrading their skills that could be operated by one of the local schools or colleges?" Record the response in 5f.

Ask "Do any of your employees need special training for advancement?" The concern of this question would be for technical skills as well as non-technical skills such as supervisory skills and language ability. Probe to determine if there is any interest in a program operated by a local school. It is important to keep in mind here that existing programs may already provide the opportunity for providing these skills. Record any responses in 5g.

Ask "Are there any other training needs that I may not have asked about?" If an affirmative response is give, probe further. Record the answers given in 5h.

Ask "Have you employed anybody who is a graduate from a vocational education program?" If an affirmative reply is given, ask "How satisfied are you with the abilities of these employees?" Probe to determine what they like and dislike most about the type of training these employees received. Record the answers in 5i.

Ask "Can you make some suggestions for improving the vocational education programs in our schools?" Record the suggestions, if any, in 5j.

Section 6 contains questions concerned with the economic development of the region. The purpose of 6a is to determine whether or not there are any unique problems that an employer has that can be solved through the assistance of the Planning Commission or some other agency concerned with the economic development of the community. Ask "Are there any

problems your company is experiencing, such as transportation, taxes, power, or building facilities, that the Planning Commission can help you solve." Explain the relationship between the project and economic development. Probe to determine if these problems are preventing expansion or even threatening the future of the business. Record the responses in 6a.

Ask "Are there any raw materials, products, or services that your company or business cannot purchase locally?" If an affirmative reply is given, probe to determine the types of materials, products, or services. The purpose of this question is to get information on types of businesses that may be created in the region in the future. Record the responses in 6b.

RIVER HILLS REGION VOCATIONAL EDUCATION INFORMATION PROJECT

MANPOWER INFORMATION SURVEY

1. INTERVIEWER INFORMATION

1a. Name of Interviewer:_____

1b. Date of Initial Interview:_____

1c. Dates of Follow-up Interviews:_____

2. EMPLOYER INFORMATION

2a. Company or Firm:_____

2b. Address:_____

_____

2c. Name of Person Interviewed:_____

2d. Position or Title of Person Interviewed:_____

2e. Major Products or Services:_____

_____

3. JOB TITLES

3a. Job Title	3b. DOT Code

4. JOB INFORMATION

4a. Job Title: _____

4b. Number of Employees with Job Title: _____

4c. Number Hired in Last 12 Months: _____

4d. Number Hired in Last 5 Years: _____

4e. Estimated Number to be Hired in Next 12 Months: _____

4f. Estimated Number to be Hired in Next 5 Years: _____

4g. Estimated Annual Turnover Rate: _____

4h. Number of Current Job Openings: _____

4i. Critical Tasks Performed:

CRITICAL TASKS	4j. Qualification for Employment YES	NO
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___

4k. Other Tasks That Are Qualifications for Employment:

_____

_____

_____

_____

_____

41. Specialized Equipment:

4m. Qualification for Employment

SPECIALIZED EQUIPMENT	YES	NO
_____	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___

4n. Other Qualifications for Employment:

Experience: _____

_____

Training: _____

_____

Tests (Including Minimum Standards): _____

_____

Apprenticeship Program Participation: _____

_____

Tool Ownership: _____

_____

Other Qualifications: _____

_____

4o. Estimated Availability of Qualified Job Applicants in Future:

_____

_____

5. TRAINING NEEDS

5a. Expansion or Reduction Plans:_____

_____

_____

5b. Effects of Changes in Technology & Equipment on Training Needs:

_____

_____

_____

5c. Planned Training Changes:_____

_____

_____

5d. Requirements to Upgrade Skills of Present Employees:_____

_____

_____

5e. Interest in Vocational Education Programs To-

•Train New Employees Lacking Skills to Perform Critical Tasks:

_____

_____

•Upgrade Skills of Present Employees:_____

_____

•Train Employees for Advancement:_____

_____

•Other Interests in Training Programs:_____

_____

5f. Satisfaction with Vocational Education Graduates:_____

_____

_____

5g. Suggestions for Improving Vocational Education:_____

_____

_____

6. ECONOMIC DEVELOPMENT

6a. Problems Requiring Economic Assistance from Public Agencies:

_____

_____

_____

_____

6b. Resources & Materials Not Available Locally:_____

_____

_____

_____

APPENDIX D

Contents

List of Employers Who Participated in the
River Hills Region Manpower Information Survey

1. A & P, Clarksville
2. A & P, Jeffersonville
3. Wm. Abel Nursery, Corydon
4. Ace Doran Hauling & Rigging Co., Jeffersonville
5. Adams Custom Veneers, Inc., New Albany
6. Advance Fabricators, Inc., New Albany
7. Adver-Togs, Inc., New Albany
8. Airguard of Indiana, New Albany
9. Alexanders, Scottsburg
10. All American Appliance Center, New Albany
11. AMCO, Clarksville
12. American Commercial Barge Line Co., Jeffersonville
13. America's Host, Jeffersonville
14. Apples Drug Store, Salem
15. Arbuckle Ford, Scottsburg
16. Ashland Petroleum Co., Clarksville
17. Ascott's Ace Hardware, Corydon
18. Associated Financial Services, New Albany
19. T. J. Atkins, Jeffersonville
20. B & B Cabinet, Borden
21. B-Bar-B, Inc., New Albany
22. Bales Motor Co., Jeffersonville
23. Barr's Service, New Albany
24. Barth Leather Co., New Albany
25. Bata Shoe Co., Salem
26. Buzz Bauer, New Albany
27. J. C. Baxter Co., Jeffersonville
28. Beach Mold Tool & Die, New Albany
29. Best Western Motel, Clarksville
30. Best Western Motel & Restaurant, Corydon
31. Better Quality Lumber Co., Clarksville
32. Bezy's Lumber & Supply, Borden
33. Big O Tire, Clarksville
34. Bluegrass Chemicals, Inc., New Albany
35. Boise Cascade, New Albany (INCOMPLETE)
36. Jim Boone Volkswagen, Jeffersonville (INCOMPLETE)
37. Braher Tire, Inc., Jeffersonville
38. W. T. Bramlett, Inc., New Albany
39. Brock Electric, Jeffersonville (INCOMPLETE)
40. Brown Machine Works, New Albany
41. Bundy's IGA, Salem
43. Burger Chef, Scottsburg
44. Burger Queen, New Albany
45. Lee Burnett Marine, Inc., Jeffersonville
46. Cadillac Bowling Lanes, New Albany
47. Cambridge Inn Cafeteria, Clarksville
48. Camper City, Jeffersonville (INCOMPLETE)
49. Capital Motor Parts, Corydon
50. Cordox Division of Chemetron Corporation, Clarksville

51. Cauble Floral & Gift Shop, Calem
52. Census Bureau, Jeffersonville
53. Champion Wood Products, Jeffersonville
54. Charlestown City Government, Charlestown
55. Chemical Service Laboratory, Jeffersonville
56. Citizens Bank & Trust Co., Jeffersonville
57. Clapp Oldsmobile, Jeffersonville
58. Clark County Farm Bureau Co-op, Jeffersonville
59. Clark County Government, Jeffersonville (INCOMPLETE)
60. Clark County Memorial Hospital, Jeffersonville
61. Clark County REMC, Sellersburg
62. Clark's Food, New Albany
63. Clarksville Mobile Home Mart, Clarksville
64. Clarksville Town Government, Clarksville (INCOMPLETE)
65. Cliffs Lumber & Millwork, Inc., Jeffersonville
66. Cliff's Truck Stop, Jeffersonville
67. Coldway Carriers, Inc., Clarksville
68. Colgate-Palmolive Co., Clarksville (INCOMPLETE)
69. Colonial Inn Motel, Jeffersonville
70. Colonial Paint Co., New Albany
71. Comer's Machine Shop, Scottsburg
72. Commercial Pavers, Inc., Jeffersonville
73. Computer Services, Inc., Sellersburg
74. Conrad & Sons, Inc., Corydon
75. Container Corporation of America, Jeffersonville
76. Convenient Food Mart, Jeffersonville (INCOMPLETE)
77. Coonies Super Market, Scottsburg
78. Corydon Democrat, Corydon
79. Corydon Office Supply, Corydon
80. County Drugs, Inc., Jeffersonville
81. Coyle Chevrolet, New Albany
82. Credit Bureau of Southern Indiana, Clarksville
83. Creighton Chevrolet, Salem
84. Culligan Water Conditioning, Clarksville
85. Cummings Veneer, New Albany
86. B. L. Curry & Sons, Inc., New Albany
87. Danners Variety Store, Clarksville
88. Days Inn, Jeffersonville
89. Days Inn, Sellersburg
90. Denny Transportation, Jeffersonville
91. Denton & Voyles Paving Contractors, Sellersburg
92. Derby Dinner Playhouse, Clarksville
93. A. Diefenbach, Inc., New Albany
94. Dobbens Chevrolet Oldsmobile, Scottsburg
95. Dobb's Pastries, Jeffersonville
96. Dowds Courtesy Chevron, Scottsburg
97. Dynafluid Products, Inc., Clarksville
98. Eckart Supply Co., Corydon
99. Ecoff Trucking, Inc., Jeffersonville
100. 84 Lumber Co., Jeffersonville

101. Elliot Dental Lab, New Albany
102. Environmental Consultants, Clarksville
103. Evans Furniture Co., New Albany
104. Evening News and Clark County Journal, Jeffersonville
105. Ever-Fresh Bakery, Jeffersonville
106. Ewing & Hall Machine & Manufacturing Corp., Jeffersonville
107. Extrusion Tool Co., Sellersburg
108. Falls City Aluminum Products, Jeffersonville
109. Falls City Boiler & Machines, Inc., New Albany
110. Falls Cities Electric Co., Jeffersonville
111. Falls City Transfer, Inc., Jeffersonville
112. Falls Cities Warehouse, Inc., Jeffersonville
113. The Farmers Store, Corydon
114. The Fashion, Salem
115. Fashion Shop, Corydon
116. Fashions in Flowers, Scottsburg
117. M. Fine & Sons Manufacturing, New Albany
118. Finn Construction Co., Corydon
119. Finn's Carpet & Linoleum Store, Jeffersonville
120. First Bank of Charlestown, Charlestown
121. First Federal Savings & Loan Association, J ffersonville
122. First Federal Savings & Loan, New Albany
123. 1st State Capital Card & Gift, Corydon
124. Flint Ink, Inc., New Albany
125. Floyd County Bank, New Albany (INCOMPLETE)
126. Floyd County Dept. of Public Welfare, New Albany
127. Floyd County Memorial Hospital, New Albany (INCOMPLETE)
128. Bruce Fox, Inc., New Albany
129. Frish's Big Boy, New Albany
130. Froehde Inc., Jeffersonville
131. Carl Futter & Sons Plumbing Contracts, New Albany
132. Galvan Manufacturing, New Albany
133. Gambles, Salem
134. Gambles, Scottsburg
135. Garlocks Standard Station, Salem
136. Gateway, Jeffersonville
137. General Auto Supplies, Salem
138. Gilstrap Ford, Salem
139. Gohmann Asphalt & Construction, Clarksville
140. B. F. Goodrich, Salem
141. Goodyear Mobile Home, Jeffersonville
142. Goodyear, Jeffersonville
143. Goodyear Service Store, New Albany
144. Goodyear Tire Co., Clarksville
145. Gorsuch Foundry Co., Jeffersonville (INCOMPLETE)
146. Gould, Inc., Salem
147. W. R. Grace & Co., New Albany
148. Graceland Memorial Park, New Albany
149. Graham Nurseries, Clarksville
150. Grant Film Production, Inc., Jeffersonville

151. Gray & Wells Body Shop, Jeffersonville
152. Greater Clark County School Corporation, Jeffersonville
153. Green Rose Sport Center, Jeffersonville
154. Green Valley Convalescent Center, New Albany
155. Greyhound Market Inc., Jeffersonville
156. Gulf Oil Station, Clarksville
157. Haas Cabinet Co., Sellersburg
158. Haas Construction Co., Sellersburg
159. Haggs Drugs, Corydon
160. Hamburg Service Center, Sellersburg
161. Haps Air Port, Jeffersonville
162. Cornell Harbison Excavating Co., Clarksville
163. Harrison County REMC, Corydon
164. Hart Fireplace Furnishing, New Albany
165. Heinz Electrical Co., New Albany
166. Helsils Metallurgical, Campbellsburg
167. C. T. Hertzsch Trucking Co., Speed
168. Highway Press, Inc., Jeffersonville
169. Highway Trailer Service, Clarksville
170. Hillcrest Nursing & Convalescent Center, Jeffersonville
171. Hillerich & Bradsby Co., Jeffersonville (INCOMPLETE)
172. Hiltop Super Market, Corydon
173. Hiltop Super Market, Salem
174. Holiday Inn, Clarksville
175. Holiday Inn, New Albany
176. Holiday Motel, Jefrersonville
177. Hooker Chemicals & Plastics Corp., Clarksville (INCOMPLETE)
178. Hoosier Engineering, Jeffersonville
179. Hoosier Panel, New Albany
180. Hoosier Precast Inc., Salem
181. Hoover Machine Co., Inc., Jeffersonville
182. Housewoods, Inc., Salem
183. Huber Supply Co., Jeffersonville
184. Huber Tire, Jeffersonville
185. E. H. Hughes Co., J ffersonville
186. Huncilman & Son, Inc., New Albany
187. Hurst's Evergreen Nursery, Borden
188. Hurst Lumber Co., Corydon
189. ICI United States Inc., Charlestown
190. IMCO Container Co., J ffersonville
191. Indiana Bell Telephone Co., Jeffersonville
192. Indiana Bell Telephone Co., New Albany
193. Indiana Cities Water Co., Jeffersonville
194. Indiana Gas Co., Jeffersonville
195. Indiana Grain New Albany Elevator Division, New Albany
196. Indiana Homes Sanitation Inc., Hamburg
197. Indiana Vocational Technical College, Sellersburg (INCOMPLETE)
198. Indusco Industries, New Albany
199. Interstate Heating & Air Conditioning, Clarksville
200. J & W Truck Repair, Jeffersonville

201. A. Jacobi Oil Company & Construction, Floyd Knobs
202. Jacobi Salces Inc., Palmyra
203. Jacobi & Toombs, Clarksville
204. Cora Jacobs, New Albany
205. Jay C. Foods, Charlestown
206. Jay C. Foods, Corydon
207. Jay C. Food, Scottsburg
208. Jeffboat, Jeffersonville (INCOMPLETE)
209. City of Jeffersonville, Jeffersonville (INCOMPLETE)
210. Jeffersonville Nursing Home, Jeffersonville (INCOMPLETE)
211. Jenkins Truck Line, Jeffersonville (INCOMPLETE)
212. Julians Auto Parts, Austin
213. K & I Chrome, Inc., New Albany
214. K-Mart, Clarksville
215. K-Mart, Jeffersonville
216. Kamping Kountry, Jeffersonville
217. Kentuckiana Convention Center, Clarksville
218. Kentucky Metal Products Co., New Albany
219. Kershner's, Inc., Jeffersonville
220. Key Market, Charlestown
221. Key Stop Motel, Clarksville
222. Key Stop Restaurant, Clarksville
223. Kimes Construction Co., New Albany
224. Kings Table, Clarksville
225. Kinnaird & Francke, Clarksville
226. Kitchen Interiors, Clarksville
227. Kitchen Kompact, Inc., Jeffersonville (INCOMPLETE)
228. Koetter Construction Inc., Floyd Knobs
229. Krogers, Jeffersonville
230. Lamon & Davis Hardware, Corydon
231. Lark Distributing Co., Jeffersonville (INCOMPLETE)
232. Leader Printing & Publishing, Charlestown
233. Latuch Truck Repair, Charlestown
234. Leweb Industries Inc., Salem
235. Liddis Pontiac, Clarksville
236. Li'l Engine, New Albany
237. Limeberry & Sons Hardware & Lumber, Corydon
238. Lincoln Hills of New Albany, New Albany
239. Lincoln Trails Service Center, Corydon
240. Links Handles, Salem (INCOMPLETE)
241. Lipps National Corporation, New Albany
242. Lone Star Lumber & Hardware, New Albany
243. Louisville Cement Co., Speed
244. Lowe's of Clarksville, Clarksville
245. Carl Lutz & Son, Charlestown
246. MKM Machine Tool Co., Jeffersonville
247. M & M Construction, New Albany
248. M-R Distributing Service, Jeffersonville
249. Mama Lou's Pie Kitchen, Clarksville
250. Marhoeffer, Jeffersonville

251. Marriane Motel & Restaurant, Scottsburg
252. Marriott Inn, Clarksville
253. Martin Auto Supply, Scottsburg
254. Mather Construction Co., C;arksville
255. Mathers-Eckart Ford, Corydon
256. McGrain & McCauley, New Albany
257. Roger Meadira & Son, Scottsburg
258. Metro Plaiting Co., New Albany
259. Metzger Electric, Clarksville (INCOMPLETE)
260. Meyer Paving Co., New Albany
261. Midas Muffler, Clarksville
262. Midland Cleaning Service, Jeffersonville
263. Midwest Emery Freight, Jeffersonville (INCOMPLETE)
264. Midwest Trailer Mart, New Albany
265. Millco, Inc., Clarksville
266. Miller Bros. Plumbing & Heating, New Albany
267. Minerva Smorgasbord, Clarksville
268. Mr. Transmission, Jeffersonville
269. Mobil Gas Station, Corydon
270. Frank H. Monroe Heating & Air Conditioning, New Albany
271. Montel Metal Inc., Jeffersonville
272. Morgan Packing Co., Austin (INCOMPLETE)
273. Morris Body Shop, Jeffersonville
274. Morris Company, Jeffersonville
275. Morris Plastic Fabricator, Clarksville
276. George Moser Leather Co., New Albany
277. Mufflex-Muffler Center, Scottsburg
278. Munich Welding & Steel Fabricator, Jeffersonville
279. G. C. Murphy Co., Salem
280. Mutual Trust Bank, New Albany
281. Napa, Corydon
282. National Homes, New Albany
283. National Tire Mart, Scottsburg
284. Neon Lite Co., Clarksville
285. New Albany Box & Basket, New Albany
286. New Albany Concrete Service, New Albany
287. New Albany-Floyd County Library, New Albany
288. New Albany-Floyd County School Forporation, New Albany (INCOMPLETE)
289. New Albany Lumber & Millwork, New Albany
290. New Albany Nursing Home, New Albany
291. New Albany Plumbing Supply Co., New Albany
292. New Albany Tribune, New Albany
293. New Albany Welding Works, Inc., Clarksville
294. Newby Construction Co., Jeffersonville
295. North Clark Community Hospital, Charlestown (INCOMPLETE)
296. Occidental Chemical Co., Jeffersonville
297. Ohio Valley Door, New Albany
298. O'Keefe Steel Products, Clarksville
299. Jim O'Neal Ford, Sellersburg
300. Oeffinger-Crone Heating & Air Conditioning, New Albany

301. Ooley Bros. Body Shop, Salem
302. Padgett, New Albany
303. Paper Products, Inc., Clarksville
304. Paramount Plywood Products, Inc., New Albany
305. J. C. Penney Co., Clarksville
306. Persingers, Salem
307. Peterbilt of Louisville, Jeffersonville
308. Petery-Hedden Co., New Albany
309. George Pfau's Sons Co., Jeffersonville
310. Pizza Hut, Scottsburg
311. Pillsbury, New Albany
312. Ponderosa Steak House, Clarksville
313. Postal Instant Press, Clarksville
314. Powers Transmission Service, Clarksville
315. Precision Automation Co., Inc., Jeffersonville
316. Prudential Insurance Co., Clarksville
317. Public Service Indiana, Clarksville
318. Purkhiser Oldsmobile, Corydon
319. Quality Asphalt Paving & Con., Clarksville
320. Radio Shack, Corydon
321. Radio Shack, Salem
322. Ram Industries, Jeffersonville
323. Ramada Inn, Scottsburg
324. Rasmussens, New Albany
325. Reagent Chemical & Research, Jeffersonville
326. Refrigerated Transport Co., Jeffersonville
327. Rehabilitation Center, Clarksville
328. Reinmiller Electrical Contracting, Jeffersonville
329. Renakers 5 & 10, Salem
330. Rexall Drugs, Salem
331. Rhodes Inc., Charlestown
332. Rhodes Texaco, New Albany
333. Roberts & Strack Veneer Co., Clarksville
334. Robbins Pine Ridge Nursery, Scottsburg
335. Robinson-Nugent Inc., New Albany
336. Rocket Manufacturing Co., Charlestown
337. Rook IGA Foodliner, Austin
338. S & S Honda Cycle, Jeffersonville (INCOMPLETE)
339. S & S Marine Sales, Jeffersonville
340. Salem Leader & Democrat, Salem
341. Salem Small Engine, Salem
342. Salem Trucks, Salem
343. Schmidt Cabinet, New Salisbury
344. Schmitt Furniture, New Albany
345. Schol's Concrete Products, Clarksville
346. Scifres, Charlestown
347. Scott County Chronical & Journal, Scottsburg
348. Scott County Hospital, Scottsburg
349. Scott Manufacturing, Scottsburg
350. Scott Seed Company, New Albany

351. Scottsburg Extruded Plastics Inc., Scottsburg
352. Scottsburg Foundry, Scottsburg
353. Scottsburg Novelty, Inc., Scottsburg
354. Scottsburg Nursing Home, Scottsburg
355. Scottsburg Produce Market, Scottsburg
356. Scroggins Plumbing & Heating, Jeffersonville
357. Sears Roebuck & Co., Clarksville
358. Town of Sellersburg, Sellersburg
359. Sellersburg Auto Service, Sellersburg
360. Sellersburg Motors, Sellersburg (INCOMPLETE)
361. Sellersburg State Bank, Sellersburg
362. Sellersburg Stone Co., Sellersburg
363. SerVand, Sellersburg
364. Service Merchandise, Clarksville
365. Service Sales, New Albany
366. Shaklee Distributors, Clarksville
367. Shell Oil Company, Jeffersonville
368. Shepherd & Rogers Construction, New Albany
369. Shop & Save Department Store, New Albany
370. Silgas, New Albany
371. Silvercrest Children Development Center, New Albany
372. Simpsonville Wrecker Service, Jeffersonville
373. E. T. Slider, Jeffersonville
374. Smiths Cabinet & Manufacturing, Salem
375. Smiths Furniture & Appliance, New Albany
376. Snack Foods, Inc. Jeffersonville
377. Ben Snyder Department Store, Clarksville
378. Southern Indiana Mental Health, Jeffersonville
379. Spires Heating & Air Conditioning, Jeffersonville
380. Spoken Word Publication, Jeffersonville
381. Staple Inzer Furnace Co., New Albany
382. Stein Glass Co., New Albany
383. Chester Stem, Inc., New Albany
384. Steves Body Shop, Scottsburg
385. Thom. Stewart Construction Co., New Albany
386. Stewarts Sandwiches, Clarksville
387. Suburban United Furniture, Clarksville
388. Superior Vault, Charlestown
389. Sutton AMC Jeep, Clarksville
390. Suzuki, Corydon
391. Sweet Shoppe, New Albany
392. Sycamore Island Supplies, New Albany
393. T G & Y, Corydon
394. Taylor Drug Stores, Jeffersonville
395. Tender Care Nursing Home, Clarksville
396. Thomas IGA Foodliner, Corydon
397. L. Thorn & Co., New Albany
398. Thrifty Dutchman Motor Inn, Clarksville
399. Thurnal's Harley-Davidson, Clarksville
400. Tire Engineers of Indiana, Inc., Sellersburg (INCOMPLETE)

401. Transit Oil Co., Jeffersonville
402. Truss Concrete, Inc., Greenville
403. Turtle Creek Convalescent Center, Clarksville
404. Twilight Nursing Home, Jeffersonville (INCOMPLETE)
405. USS Agri-Chemicals, Jeffersonville
406. Uhls Truck Sales, Palmyra
407. Union Bank & Trust Co., New Albany
408. Union Federal Savings & Loan, New Albany
409. Upton Pry, Inc., New Albany
410. Vail Lumber Co., Scottsburg
411. Value City, Clarksville
412. John Vernia & Son, New Albany
413. Voctir's S & T Hardware, Jeffersonville
414. Vissing Dodge, Jeffersonville
415. W-M Lumber & Wood Products, Inc., New Albany
416. Walgreens, Clarksville
417. Walker, Applegate, Oakes; New Albany
418. Walnut Ridge Nursery, Jeffersonville
419. Walnut Ridge Nursery, New Albany
420. Welcor, Inc., New Albany (INCOMPLETE)
421. Weld-Rite, Jeffersonville
422. West Clark Community Schools, Sellersburg
423. Western Auto, Salem
424. Wheel Cafe, Sellersburg
425. Wheeling Corrugating Co., Jeffersonville
426. Whitehouse Department Store, New Albany
427. Wilcox Chevrolet, Jeffersonville
428. Williams Candy Co., Jeffersonville
429. Winston Construction, Salem
430. S. R. Wood, Inc., Clarksville (INCOMPLETE)
431. Woods Transmission Service, Jeffersonville
432. F. W. Woolworth Co., Jeffersonville
433. D. F. Wright, New Albany
434. Wellow Cab, Jeffersonville
435. Young, McDaniel, Lind, & Endres; New Albany
436. Zimmerman International Harvester Sales & Service, Scottsburg
437. Zurschmiede Heating & Cooling, New Albany
438-447. NO DATA AVAILABLE

APPENDIX E

Contents

Sample Sheets from the Catalog of Regional Employers

FIRM:

ADDRESS:

DOT CODE	JOB TITLE	NUMBER NOW EMPLOYED	NUMBER HIRED IN LAST		NUMBER TO BE HIRED IN NEXT		SUPPLY OF JOB APPLICANTS	EMPLOYMENT QUALIFICATIONS					
			1YR	5YR	1YR	5YR		JOB EXPERIENCE	TRAINING	TESTS/ INTERVIEWS	APPRENTICESHIP PROGRAMS	TOOL OWNERSHIP	OTHER

PRODUCTS OR SERVICES:

CRITICAL TASKS PERFORMED	ABILITY TO PERFORM AN EMPLOYMENT QUALIFICATION	SPECIALIZED EQUIPMENT USED	ABILITY TO USE AN EMPLOYMENT QUALIFICATION	DOT CODE

APPENDIX F

Contents

Regional Employment Statistics

OCCUPATION	DOT #	NUMBER OF EMPLOYERS INTERVIEWED	NUMBER OF EMPLOYEES					SUPPLY COEF.
			CURRENTLY EMPLOYED	HIRED LAST 12 MONTHS	HIRED LAST 5 YEARS	TO BE HIRED NEXT 12 MOS	TO BE HIRED NEXT 5 YEARS	
Draftsman	001.281	23	34*	4	16	4	6	1.80
Electrical Eng.	003.081	7	17*	1	7	2	4	1.83
Electronic Tech.	003.181	6	70	0	15*	2*	3*	2.33
Civil Engineer	005.081	8	12	1	1	0	0	1.88
Laboratory Tech.	007.181	8	33	0	2	0	1	2.00
Chemical Engineer	008.081	4						
Industrial Eng.	012.188	11	21*	4*	13*	0*	5*	2.00
Marine Draftsman	014.281	2	12	2	7	2	6	2.50
Computer Program.	020.188	4	5	1	3	0	0	1.20
Chem. Lab. Tech.	022.281	10	37	3*	12*	2*	7*	2.11
Registered Nurse	075.378	18	267	84	250	68	280	1.89
Dietician	077.128	12	25	7	20	4	19	1.92
Med. Lab Tech.	078.381	4	59	20*				2.33
Occup. Therapist	079.128	6	12					2.00
L. P. Nurse	079.378	15	155	44	139	32	153	1.93
Phys. Terapist	079.378	9	22	4	13	0	2	2.12
Accountant	160.188	14	25	4	12	3	5	2.42
Estimators	160.288	10	13	0	1	0	0	1.80
Purchasing Agent	162.158	18	37	3	7	0	0	2.24
Office Manager	169.168	74	94	6	32	3	11	2.27
Loan Officer	169.268	11	53	0	27	0	5	2.09
Finance Officer	186.118	24	143	1*	21*	0*	6*	2.06
Restaurant Mngr.	187.168	25	44	9	52	3	4	2.00
Welfare Casewrker	195.108	9	37					2.50
Secretary	201.368	61	321	25*	74*	9*	38*	2.36
Stenographer	202.388	5	29	1	4	1	5	1.83
Clerk Typist	209.388	14	18	3	9	1	6	2.62
Bookkeeper	210.388	129	210	36	124	10	55	2.30
Cashier	211.468	49	311	79	267	63	232	2.85
Teller	212.368	12	228	33*	110*	45*	120*	2.80
Com/Bill. Mach.Op.	213.382	11	20	1	13	0	6	2.36
Key Punch Oper.	213.582	7	37	4*	8*	1*	8*	2.00
Office Clerk	219.388	194	1260	141	554	72	412	2.74
Ship. & Rec. Clrk	222.138	15	32	3	7	2	6	2.71
Stock/Contr. Clrk	223.387	96	361	99	318	61	278	2.81
Receptionist	237.368	22	41	3	25	4	17	2.80
Credit Couns/Invs	249.388	13	31	4	15	2	12	2.27
Advertising Dir.	258.358	6	15	4	19	2	11	1.67

OCCUPATION	DOT #	NUMBER OF EMPLOYERS INTERVIEWED	NUMBER OF EMPLOYEES					SUPPLY COEF.
			CURRENTLY EMPLOYED	HIRED LAST 12 MONTHS	HIRED LAST 5 YEARS	TO BE HIRED NEXT 12 MOS	TO BE HIRED NEXT 5 YEARS	
Furniture Salesmn	274.358	7	35*	4*	14*	1*	4*	3.00
Hardware Salesman	276.358	13	41	7	22	3	9	2.38
Auto/Truck Sales	280.338	32	182	32*	107*	23*	90*	2.40
Salesman	289.358	18	36	2	5	1	3	2.50
Sales Clerk	290.478	51	730	176	385	88	319	2.88
Kitchen Manager	310.138	13	60	3	22	3	18	2.23
Waiter/Waitress	311.878	29	325	191	716	143	670	3.00
Cook	313.381	38	445	50	245	46	169	2.43
Meat Cutter	316.884	12	40	7*	31*	3*	15*	2.55
Pantry Worker	317.884	19	103	35	126	33	135	3.00
Motel Manager	320.137	15	26	3	9	0	1	2.33
Nurse Aid	355.878	13	588	173	761	175	806	2.62
Janitor	382.884	24	198	79	195	67	163	2.00
Green House Labr.	406.887	6	53	16	38	10		2.80
Baker	526.781	9	24	11	8	1	8	2.11
Prod. Mach. Oper.	609.885	16	905	89*	300*	46*	160*	2.27
Tool & Die Maker	601.280	4	27	6	13	13	2	1.00
Auto/Truck Mech.	620.281	90	374	62	186	48	162	1.78
Auto Service Mech	620.381	38	137	24	69	11	57	2.63
Small Engine Mech	625.281	6	13	5*	12*	1*	4*	1.83
Maintenance Mech.	626.281	50	231	11	35	8	9	1.98
Heat & AC Ins/Mech	637.281	5	23	3	6	0	2	1.80
Printer/Multi. Op.	651.782	11	34	5	17*	1	6	2.27
Veneer Cutter	663.885	5	24	3*	4*	0*	1*	2.80
Sawyer	667.782	7	43	10	50	10	50	2.20
Millman	669.380	32	842	116	371	100	385	2.60
Cabinet/Box Assmb.	762.884	7	493					3.00
Auto Body Mech.	807.381	19	73	20	61	10	40	1.79
Lay-Out Man	809.381	6	15	2	4	0	3	1.50
Welder	812.884	23	343					2.10
Electrician	824.281	25	146	9	40	11	26	1.83
Heavy Equip. Op.	859.883	22	136	76	410	83	182	2.58
Carpenter	860.381	19	73	18	164	18	103	2.39
Plumber/Gas Fit.	862.381	10	31	0	1	0	1	2.38
Factory Main. Man	899.281	22	72	5	18	3	14	2.50
Truck Driver	905.883	46	417	34*	154*	34*	143*	2.58
Gas Attendant	915.867	12	69	17	77	14	55	2.75

APPENDIX G

Contents

Occupations Classified by
Regional Supply and Demand

DEMAND FOR NEW EMPLOYEES	SUPPLY OF QUALIFIED APPLICANTS: Low	Moderate	High
High	Registered Nurse L. P. Nurse Tool & Die Maker Auto/Truck Mechanic Auto Body Mechanic Electrician	Dietician Secretary Bookkeeper Auto/Truck Salesman Cook Prod. Mach. Operator Sawyer Carpenter	Cashier Teller Office Clerk Stock/Counter Clerk Waiter/Waitress Pantry Worker Nurses Aid Janitor Auto Service Mechanic Millman Heavy Equip. Operator Truck Driver Gas Station Attendent
Moderate	Advertising Director Maintenance Mechanic	Office Manager Credit Counselor/Investigator Kitchen Manager	Receptionist Meat Cutter Green House Laborer Factory Maintenance Mechanic
Low	Draftsman Electrical Engineer Civil Engineer Computer Programmer Estimator Stenographer Small Engine Mechanic Heating & Air Cond. Installer/Mechanic Layout Man	Electronic Technician Laboratory Technician Chemical Engineer Chemical Lab Technician Physical Therapist Accountant Purchasing Agent Loan Officer Finance Officer Restaurant Manager Computer/Billing Machine Operator Key Punch Operator Hardware Salesman Motel Manager Banker Printer Plumber/Gas Fitter	Marine Draftsman Clerk Typist Shipping Clerk Furniture Salesman Salesman Veneer Cutter

APPENDIX H

Contents

Sections

H-1. Employers Indicating Plans for Expansion

H-2. Employers Indicating Plans for Reduction

EMPLOYERS INDICATING PLANS FOR EXPANSION

1. Advance Fabricators
2. Adver-Togs
3. Airguard of Indiana (Presently expanding)
4. Alexanders (Gradual)
5. Arbuckle Ford (Hope to double in two years)
6. Associated Financial Services
7. Barr's Service (Building addition)
8. Barth Leather Co.
9. J. C. Baxter Co.
10. Beach Mold & Tool
11. Boise Cascade Composite Can Co. (Replace existing equipment)
12. Brown Machine Works
13. Burger Queen (Adding drive-up window and breakfast program)
14. Cadillac Bowling Lanes
15. Clark County REMC
16. Clark's Food (Normal expansion)
17. Colonial Paint Co. (Increase sales with present staff)
18. Coyle Chevrolet
19. Dobbins Chevrolet Oldsmobile (Not immediately)
20. Eckart Supply Co. (Add computer)
21. Falls City Boiler & Machine (Normal expansion)
22. Fashions in Flowers (Adding storage and workroom space)
23. First Federal Savings & Loan - New Albany (Depends on legislation)
24. Flint Ink (Gradual expansion; will require more chemists)
25. Floyd County Dept. of Public Welfare (Depends on funds)
26. Floyd County Hospital
27. Frish's Big Boy (Normal expansion)
28. Galvan Manufacturing (Normal expansion)
29. General Auto Supplies
30. Gorsuch Foundry Co.
31. Graceland Memorial Park (Can expand to 40 acres)
32. Green Valley Convalescent Center (May expand by 40 beds)
33. Hart Fireplace Furnishings (According to the economy)
34. Heinz Electrical Co.
35. Helsils Metallurgical (Adding storage building)
36. Hiltop Super Market - Corydon
37. Hiltop Super Market - Salem (Expansion of meat dept.; more warehousing)
38. Hoosier Panel (Normal expansion)
39. Hoosier Precast (Addition of wing)
40. Hurst Lumber Co.
41. Indiana Grain-New Albany Elevator
42. Indusco Industries (Uncertain work-depends of contracts)
43. Jacobi Sales Inc.
44. K & I Hard Chrome (Gradual expansion)
45. Kentucky Metal Products Co. (Depends on orders)
46. L'il Engine
47. Lincoln Hills of New Albany (May expand by 50 beds)

48. Lipps National Corporation (Normal expansion)
49. Lone Star Lumber & Hardware (Would expand if could find qualified millworkers-would hire one per month for next four months)
50. Marine Builders, Inc. (Depends on orders)
51. Marriane Motel & Restaurant (Would like to expand 40 rooms in a couple of years)
52. McGrain & McCauley
53. Frank H. Monroe Heating & Air Conditioning (Normal expansion)
54. Morris Plastic Fabricator
55. Mutual Trust Bank
56. National Homes
57. Neon Lite Co.
58. New Albany Lumber & Mill Work
59. Petery-Hedden Co. (Increase slightly)
60. Public Service Indiana
61. Reinmiller Electrical Contracting
62. Robbins Pine Ridge Nursery
63. Robinson-Nugent
64. Salem Leader
65. Scottsburg Extruded Plastics (Expand when market opens up)
66. Silvercrest Children's Development Center (Depends on state money)
67. Stein Glass Co. (Plans to increase sales by improving service)
68. Sutton AMC Jeep
69. Sweet Shoppe
70. L. Thorn & Co.
71. Uhls Truck Sales (Expand office & working space only)
72. Union Bank & Trust
73. Union Federal Savings & Loan (As permitted by banking regulations)
74. John Vernia & Son (Normal expansion)
75. W-M Lumber & Wood Products
76. Walker, Applegate, Oakes
77. Walnut Ridge Nursery (Depends on energy situation)
78. Winslow Construction (Hope to expand in jobs worked)
79. Young, McDaniel, Lind, & Endris
80. Zimmerman International Harvester (Will probably expand after one year)

EMPLOYERS INDICATING PLANS FOR REDUCTION

1. Wm Abel Nursery (Gradual reduction-going into retirement)
2. Hurst's Evergreen Nursery (Reduction slowly-going into retirement)
3. Indiana Bell Telephone Co. (Reducing number of telephone operators-going to an automatic system)
4. Whitehouse Department Store (Reduction in store space & personnel; reduction in personnel because of computers)

APPENDIX I

Contents

Sections

I-1. Employers Indicating Training Needs Due to Changes in Technology and Equipment

I-2. Employers Indicating Plans for Training Changes

I-3. Employers Expressing an Interest in Vocational Education Programs

I-4. Employers Indicating a Requirement for Employees to Upgrade Their Skills

COMPANIES HAVING TRAINING NEEDS DUE TO CHANGES
IN TECHNOLOGY AND EQUIPMENT

1. A & P - Clarksville (Company schools and meetings)
2. A & P - Jeffersonville (Company seminars)
3. Adver-Togs (All previous people employed in various clothing factories, etc. are retrained)
4. American Bank (Computer operation)
5. American Commercial Barge Line (Company trains on-the-job)
6. Arbuckle Ford (Advanced diagnostic equipment; could possibly need training if not provided by company)
7. Bales Motor Co. (Company provides training in schools; from one to several days)
8. Jim Boone Volkswagen (Company provides training programs)
9. Brown Machine Works (Automatic chucker; nobody knows how to set it; manager taught himself)
10. Bundy's IGA (Electronic registers with sensors is in the future; would require special training in meat, produce, and dairy departments)
11. Lee Burnett Marine (Companies provide seminars)
12. Carmen Industries (Computer programming)
13. Champion Wood Products (Glue machine; company provides training)
14. Citizens Bank & Trust Co. (New equipment; company provides training)
15. Clapp Oldsmobile (G. M. provides seminars year round)
16. Clark County Farm Bureau Co-op (Must keep up with new equipment and chemicals; company conducts seminars in its main office in Indianapolis)
17. Clark County Memorial Hospital (Hospital has training courses for technicians, nurses aids, and ward clerks)
18. Clark County REMC (There is a need to keep up)
19. Clark County State Bank (Use of office machines; companies provide training)
20. Clarksville Mobile Home Mart (Companies provide training)
21. Clarksville Town Government (Attend seminars)
22. Computer Service Inc. (Must keep up; attend Burroughs Training School)
23. Coyle Chevrolet (Mechanics need training on model changes each year)
24. Credit Bureau of Southern Indiana (Company training program)
25. Culligan Water Conditioning (Company seminars)
26. Dobbins Chevrolet Oldsmobile (More automated diagnostic equipment)
27. Dobb's Pastries (Member of Chef's Club)
28. Dyna Fluid Products (Comapny seminars)
29. Eckart Supply Co. (Training for computer)
30. 84 Lumber Co. (Company has seminars as needed)

31. Evans Furniture (Company seminars)
32. Ewing & Hall Machine & Manufacturing (Company provides training)
33. Fall Cities Electric Co. (Must keep up)
34. Farmers Store (Parts department will be computerized; manager will be sent to seminar)
35. Finn's Carpet & Linoleum (Company provides training seminars for experienced installers)
36. First Federal Savings & Loan - Jeffersonville (On-the-job training is provided)
37. Flint Ink (Total automated production)
38. Floyd Memorial Hospital (Not significant, but continued)
39. Froehde (Company has training program)
40. Gohmann Asphalt & Construction (Company has meetings)
41. Goodyear - Jeffersonville (Factory training)
42. Goodyear Tire Co. - Clarksville (Attend seminars conducted by companies that provide products)
43. Gould, Inc. (Computer change; added new line of machinery)
44. Graham Nurseries (Keep up by attending seminars at Purdue and attending Indiana Nurserymen Association meetings)
45. Gray & Wells (On-the-job)
46. Green Valley Convalescent Center (Need billing clerks for Medicaid and Medicare programs and bookkeepers)
47. Haps Airport (Factory representatives conduct seminars)
48. Heintz Electrical Co. (Changes occur constantly)
49. Hillerich & Bradsby (Company trains on the job)
50. Hiltop Super Market - Corydon (New equipment in meat department)
51. Hiltop Super Market - Salem (New wrapping and automatic weight machines; equipment supplier usually supplies training)
52. Holiday Inn - Clarksville (Company seminars)
53. Hoover Machine Co. (Training programs within)
54. Huber Tire (Company trained)
55. E. H. Hughes Co. (Machine companies train operators to handle equipment)
56. ICI United States (Micro machine; IBM)
57. Indiana Bell Telephone Co. (Company does all training of employees)
58. Indiana Gas Co. (Must keep up with new equipment)
59. Indiana Vocational Technical College (Seminars are conducted when needed)
60. Interstate Heating & Air Conditioning (Must keep up to date; seminars and company training)
61. J & W Truck Repair (Equipment school)
62. Jacobi & Toombs (On the job)
63. Jeffersonville City Government (State & regional seminars)
64. K-Mart - Clarksville (Company conducts short training meetings)
65. Kamping Kountry (Company seminars)
66. Kentuckiana Yacht Sales (Company seminars)
67. Key Market (Meat cutter seminars)
68. Kimes Construction Co. (Union trade school)

69. King's Table (One or two day courses)
70. Kinnaird & Francke (Company holds seminars; 1-2 day schools)
71. Krogers (Company conducts training schools; transfers management level from store to store)
72. Liddie Pontiac (Company conducts 2-5 day seminars annually)
73. L'il Engine (Non-adjustable carburetor)
74. Lincoln Hills of New Albany (Training of medicine girls to relieve nurses)
75. Lipps National Corporation (Change from linotype operators to photo operation)
76. Lowes (Company trains employees)
77. MKM Machine Tool Co. (Computers)
78. Marine Builders (Company representatives train in use of equipment)
79. Marriott Inn (Each unit hires its own personnel)
80. Mather Construction Co. (Must keep up with modern eqiupment)
81. Roger Meadora & Son (Continual changes, but companies provide schooling)
82. Metro Plating Co. (College provides constant consulting services)
83. Midas Muffler (On the job)
84. Midland Cleaning Service (Company training program)
85. Midwest Trailer Mart (Attend company seminar)
86. Miller Brothers Plumbing & Heating (Union trade school)
87. Mr. Transmission (Not enough good transmission mechanics)
88. Montel Metal Inc. (Must keep up)
89. Morgan Packing Co. (Train employees whenever there is a change in operating equipment or techniques)
90. Munich Welding & Steel Fabricating (Company training)
91. Neon Lite Co. (Comapny trains on the job)
92. New Albany-Floyd County Library (Not enough library science courses offered in Indiana, particularly at IUS)
93. New Albany Tribune (Change in process resulted in different type of personnel; vocational training is not needed since they train on the job)
94. Oeffinger-Crone Heating & Air Conditioning (Company seminars)
95. Padget (Attend seminars)
96. Paper Products Inc. (Computers)
97. J. C. Penney Co. (Company training)
98. Peterbilt of Louisville (Truck companies train mechanics; seminars)
99. Petry-Hedden (Electronics skills needed now)
100. Pillsbury (Constantly changing)
101. Postal Instant Press (On the job)
102. Precision Automation Co. (Seminars; company programs; design shows)
103. Public Service Indiana (Company seminars and training programs)
104. Refrigerated Transport Co. (Company seminars)
105. Rhodes Texaco (New electronic ignition systems)
106. Robbins Pine Ridge Nursery (Half of help does not know how to operate equipment)
107. S & S Marine Sales (Company has 1-2 day schools)

108. Schmitt Furniture (Employees attend company seminars)
109. Scifres (Send employees to seminars if available)
110. Sears (Company keeps up on new machines and merchandise)
111. Service Merchandise (Company conducts seminars)
112. Service Sales, Inc. (Company seminars for sales people)
113. Shell Oil Co. (Attend company training schools; seminars)
114. Shepherd & Rogers Construction Co. (Attend union trade night school)
115. Simpsonville Wrecker Service (Attended Scott Dietrich Vocational School in Louisville)
116. Smiths Furniture & Appliance (Attended company seminars)
117. Ben Snyder (Company conducts 1-2 day schools)
118. Spires Heating & Air Conditions (Attend company seminars twice yearly)
119. Spoken Work Publication (Responsible to board)
120. Staple Inzer Furnace Co. (Attend company meetings or training schools on new models)
121. Stein Glass Co. (Equipment changes)
122. Chester B Stem (More knowledge or training needed in solid state maintenance; operating machinery; difficult to have repaired)
123. Suburban United Furniture Co. (C ompany holds training meetings)
124. Sutton AMC Jeep (AMC Factory Training Program)
125. Sweet Shoppe (Need better trained bakers)
126. Sycamore Island Supplies (Attend comapny seminars on sporting goods, motors, and guns)
127. Taylor Drug Store (Company gives all employees 2 week course on company policy and special training for job)
128. Tender Care Nursing Home (New machines-seminars and short courses)
129. L. Thorn (Data processing; put in own computer system; equipment maintenance-more complex for small business; totally automated over entire plant)
130. Thurnal's Harley-Davidson (Company seminars for training mechanics)
131. Turtle Creek Convalescent Center (On the job training)
132. Uhls Truck Sales (Brakes are computerized; company trained)
133. Union Bank & Trust (Tape drives for computer)
134. John Vernia & Son (New die cut method in stone preparation)
135. Vissing Dodge (Attend company schools)
136. Walgreens (Company seminar for managers)
137. Whitehouse Department Store (Use of computers)
138. Wilcox Chevrolet (G. M. Training seminars-sales, transmission, air conditioning, high energy ignition)
139. Winslow Construction (More hydraulicsl union training program)

EMPLOYERS PLANNING TRAINING CHANGES

1. Bales Motor Co. (Company has monthly meetings)
2. J. C. Baxter Co. (On the job)
3. Burger Queen (Will continue as presently - training done by management)
4. Chemical Service Laboratory (Comapny seminars)
5. Clark County R. E. M. C. (Seminars; in house training)
6. Convenient Food Mart (OJT; seminars by Convenient)
7. B. L. Curry (None; do own training except for some skilled labor)
8. Fall Cities Electric Co. (Company seminars)
9. First Federal Savings & Loan Association - New Albany (Plan own training)
10. Floyd Memorial Hospital (Continue as presently carried out)
11. Gould Inc. (Apprenticeship program in tools)
12. Cornell Harbison Excavating Co. (On the job)
13. Hiltop Super Market (Meat department; more eye appeal for displays; self-service racks)
14. K-Mart - Jeffersonville (Retail sales)
15. Kentuckiana Yacht Sales (Company trained)
16. Lipps National Corporation (Will hire journeymen to train personnel)
17. Montel Metal Inc. (1-day course on special machines)
18. Petery-Hedden (Factory trained and in service)
19. Rhodes Inc. (Prefer to do own training)
20. Rhodes Texaco (May attend training sessions or classes if available)
21. Robbins Pine Ridge Nursery (Hire only experienced help)
22. Robinson-Nugent Inc. (Presently reviewing the apprenticeship program-will revamp)
23. Sutton AMC Jeep (OJT)
24. USS Agri-Chemical (Training programs from suppliers)
25. Vail Lumber Co. (If something were available)
26. Walker, Applegate, Oakes (40 hours per year of continuing education for architects)
27. Whitehouse Department Store (Not yet determined)

EMPLOYER INTEREST IN VOCATIONAL EDUCATION PROGRAMS

1. A & P (Clarksville) - Meat cutters
2. Advance Fabricators, Inc. - Blueprint reading
3. Adver-Togs - Use of manpower program; some coordination may be performed here
4. Alexanders - For employment possibly
5. American Bank - Secretarial; general posting machine
6. American Commercial Barge Line - Clerical, to upgrade skills
7. Arbuckle Ford - For employment purposes
8. B-Bar-B - Need part-time help; would like students who would work part time while going to school
9. Barth Leather Co. - Have need to train some present employees in welding
10. Bata Shoe Co. - Some interest in mechanics; could contact office
11. Buzz Bauer - Yes, must pass test
12. J. C. Baxter - Advancement skills for manager
13. Beach Mold & Tool - Most interest lies in new employees
14. Brown Machine Works - Most interested in training new employees
15. Bundy's IGA - Training cashiers
16. Cambridge Inn Cafeteria - Yes, basics
17. Champion Wood Products, Inc. - Yes, good wood workers
18. Charlestown City Government - High school business course; hire from this bunch
19. Chemical Service Laboratory - Yes, in chemistry
20. Citizens Bank & Trust Co. - Yes, IUS
21. Clapp Oldsmobile - Yes, company schools
22. Clark County Distributors - Yes, sales sales experience
23. Clark County Farm Bureau Cooperative - Company does this
24. Clark County Memorial Hospital - Yes, nursing & technical areas; also upgrading skills and advancement
25. Clark County REMC - Yes, computer, OJT; advanced training a continual interest; also, reading, writing, math, public relations
26. Clark County State Bank - Typing, shorthand, business machines, arithmetic, spelling
27. Cliff's Truck Stop - Cooks and mechanics
28. Colonial Paint Co. - Need courses in applying paint and basic principles of painting
29. Computer Service Inc. - Computer basics
30. Container Corporation of America - Training would be helpful
31. Corydon Democrat - For employment purposes
32. B. L. Curry & Sons - General maintenance type of trained people
33. Danner's Variety Store - Sales basics helpful; OJT-not much below managerial level

34. Days Inn (Jeffersonville) - Cooks
35. Days Inn (Sellersburg) - Cooks
36. A. Diefenbach - Mechanical ability
37. Dobb's Pastries - Maybe
38. Dowds Courtesy Chevron - Yes, if it were of no cost to him and not time consuming for employees; perhaps for silling station trainee position
39. DynaFluid Products - Yes, to improve skills if available
40. Eckart Supply Co. - For employment
41. Evening News and Clark County Journal - English and spelling
42. Ewing & Hall - Yes
43. Extrusion Tool CO. - Yes for upgrading skills and advancement
44. Falls Cities Boiler & Machines - Most beneficial
45. The Farmers Store - For employment purposes
46. Fashions In Flowers - Possible interest in horticulture graduate
47. First Federal Savings & Loan Association - Yes; some interest in training for advancement
48. Flint Ink - Yes, improving skills and advancement
49. Floyd County Memorial Hospital - Training for nurses (LPN & RN); training supervisors to become good supervisors; institutional cooking, elementary supervisory training or management; nurses need business or management training in addition to patient care; LPN needs pharmacology training in school before coming on job; general maintenance-typewriters, calculators, electrical equipment
50. Bruce Fox, Inc. - Chemical etching, involves photography, half-tones; need training in 3-D pantograph, machines that reduce; might consider moving machine to Prosser or Ivy Tech so students could be trained
51. Frisch's Big Boy - Would be of benefit
52. Gilstrap Ford - For employment purposes; need basics plus a lot more
53. Gohmann Asphalt & Construction - Yes, move up on the job
54. B. F. Goodrich - Would consider mechanics, electricians, or machinists for employment
55. Goodyear Service Store - Would be of most benefit
56. Gorsuch Foundry - Yes, computer programming and key punch operation
57. Gould, Inc. - For employment; will be cooperating with universities for co-op program shortly-looking at U of L, U of ILL, IU, Purdue
58. Graceland Memorial Park - Blueprint drawings of grave lots
59. Graham Nurseries - Yes, vocational training, OJT
60. Gray & Wells Body Shop - Yes
61. Green Rose Sports Center - Yes, motor cycle course
62. Green Valley Convalescent Center - Need trained clerks & bookkeepers in Medicaid and Medicare programs
63. Hap's Airport - Yes, flying school
64. C. T. Hertzsch Trucking Co. - Yes, Ivy Tech

65. Highway Press - Yes
66. Hiltop Super Market - Meat & produce training
67. Hoover Machine Co. - Yes, up grade skills, advancement
68. Housewoods, Inc. - Teaching trades related to woodworking
69. Huncilman & Son, Inc. - Inspection and quality control program
70. Hurst Lumber Co. - Employment
71. Indiana Cities Water Corp. - Yes
72. Indiana Grain-New Albany Elevator - Training on how to operate scales, weighing
73. Interstate Heating & Air Conditioning - Yes, depending on cost; also interested in upgrading skills on the job
74. J & W Truck Repair - Yes, night school
75. K & I Hard Chrome, Inc. - Introduction to electro-plating, electro-plating program
76. K-Mart (Jeffersonville) - Sales training & store operations
77. Kimes Construction Co. - Yes, probably better than union school
78. Kitchen Kompact, Inc. - Want hard-working semi-skilled people
79. Koetter Construction Inc. - Yes
80. Krogers - Yes, cashiers, checkers, sales
81. Leweb Industries - Yes, if an area were open to this industry; training in supervisory skills
82. Liddie Pontiac - Mechanics & body shop mechanics; upgrade skills of trainees
83. L'il Engine - Yes
84. Lincoln Hills of New Albany - Training of medicine girls to relieve nurses
85. Lipps National Corp. - Beginning skills are the biggest need; higher level courses taught by experts in the field; evening classes
86. Lowe's of Clarksville - Yes, it would be helpful
87. MKM Machine Tool Co. - Yes, machinist; OJT
88. Mama Lou's Pie Kitchen - Yes, would improve skills
89. Marine Welding Service - Yes, if good
90. Marrianne Motel & Restaurant - For employment
91. Marriott Inn - OJT
92. Mathers-Eckart Ford - For employment
93. Metzger Electric - Yes; presently attend union trade school two nights a week; pay raises every six months for those meeting requirements
94. Millco - Yes
95. Miner Equipment Sales & Service - For employment
96. Mr. Transmission - Yes, helper
97. Frank H. Monroe Heating & Air Conditioning - Need this phase of training program
98. Morgan Packing Co. - The company would certainly consider vocational training programs if deemed suitable and financially desirable
99. George Moser Leather Co. - Office
100. Munich Welding & Steel Fabricating - Yes, helpful
101. Mutual Trust Bank - Typing; secretaries are not trained well in typing

102. New Albany-Floyd County Public Library - Library technician
103. New Albany-Floyd County School Corp. - Maintenance jobs; possible interest in training for advancement
104. New Albany Nursing Home - Need training program for food service supervisors & institutional cooking; special diets
105. New Albany Plumbing Supply Co. - Yes, vocational training
106. New Albany Welding Works - Yes, it would help them; would be willing to pay some of the cost
107. North Clark Community Hospital - Yes
108. Ohio Valley Door - General shopwork training
109. Jim O'Neal Ford - Mechanics and bodyshop mechanics; upgrade skills on the job
110. Oeffinger-Crone Heating & Air Conditioning - Yes; prefer experience
111. Paper Products, Inc. - Yes, computer basics
112. Petery-Hedden Co. - Yes, if applicable
113. Precision Automation Co. - Skills, plus proper attitude to do a good job
114. Ram Industries - Yes, carpenter experience
115. Reinmiller Construction Co. - Yes
116. Rhodes, Inc. - Yes, vocational background
117. Robbins Pine Ridge Nursery - Knowledge of pesticide & sprays; applicator license
118. Robinson-Nugent - Interested in new skills and advancement
119. Salem Leader - Possible upgrading of skills and for employment purposes
120. Scifres - Yes, seminars
121. Scott County Chronical & Journal - Yes, but unsure in what area
122. Sellersburg Auto Service- Yes, night school
123. Sellersburg Motors - Train small engine mechanics & partsmen in this area; within a year will be in the small engine repair business
124. Silvercrest Hospital - This is the only center in the state that works with multi-handicapped childre; difficult to obtain experienced personnel
125. Simpsonville Wrecker Service - Yes
126. Smiths Furniture & Appliance - Yes, good sales course
127. Southern Indiana Mental Health & Guidance Center - Yes, night course in business
128. Chester B. Stem, Inc. - Forestry training or forest management; consultant from viewpoint of business, not a degree graduate
129. Stewarts Sandwiches - Sales area
130. Sutton AMC Jeep - Yes, vocational education.
131. Tender Care Nursing Home - Yes, to upgrade skills and for advancement; short courses; seminars
132. Thomas IGA - Perhaps for employment
133. L. Thorn - Need to know computer equipment before coming to work
134. Turtle Creek Convalescent Center - Attend classes at IUS
135. Uhls Truck Sales - Don't require training, but will reimburse employees who take a class; possibly interested in truck mechanics class

136. John Vernia & Son - Mechanical drawing & art at night
137. W-M Lumber & Wood Products - Train new employees to improve skills
138. Walnut Ridge Nursery - Yes, vocational training; encourage upgrading of skills
139. Wheel Cafe - Yes, in cooks area
140. Winslow Construction - Interested in welding, simplified survey course, carpentry course, safety sanctioned by Red Cross (OSHA); 1-2 day program or 2-4 nights would be good; plumbing, electricians, appliance repair, blue print reading, drafting-machine, heating & air conditioning, architectural drafting
141. S. R. Wood - Only in clerical help
142. Zimmerman International Harvester Sales & Service - Possibly to train partsmen

EMPLOYERS HAVING REQUIREMENT TO UPGRADE SKILLS OF PRESENT EMPLOYEES

1. Adams Custom Veneers (OJT; try hard to upgrade those willing and capable)
2. Adver-Togs, Inc. (Currently trained under manpower program)
3. Alexanders (Try to keep up with changes)
4. American Bank (Always have in-service training programs)
5. Arbuckle Ford (New equipment; send to Ford seminar for training)
6. Bales Motor Co. (Send to regional schools)
7. Better Quality Lumber Co. (Hire if available over unskilled)
8. Jim Boone Volkswagen (Company training program)
9. Bundys IGA (Six seminars a year)
10. Cardox Division of Chemetron (Vocational improvement skills)
11. Champion Wood Products (Purdue Forestry; grade lumber; short course)
12. Clark County Memorial Hospital (Some personnel take day or night courses at technical schools)
13. Clark County REMC (Payroll clerk, accountant enrolled at IUS)
14. Clark County State Bank (OJT)
15. Clarksville Town Government (OJT)
16. Comer's Machine Shop (Keep up with machine designing and equipment)
17. Corydon Democrat (None required, but may be reimbursed for work done in their area of work)
18. Culligan Water Conditioning (Company seminars)
19. A. Diefenhach, Inc.
20. Dobbens Chevrolet Oldsmobile (Chevrolet company courses; bimonthly seminars for office; regular sessions for other employees; G. M. Training Center in Cincinnati)
21. Dowds Courtesy Chevron (Non-fully certified mechanics are influenced to take NAISE exams)
22. Dyna Fluid Products, Inc. (OJT)
23. Eckart Supply Co. (Purchasing agents are sent to training programs from different companies)
24. Ewing & Hall Machine & Manufacturing (OJT)
25. Falls Cities Warehouse, Inc. (OJT)
26. Fashions In Flowers (None required, but encouraged to attend workshops)
27. Flint Ink (Constant)
28. Floyd Memorial Hospital (Nurses need business training at the University or special training in business after they are on the job)
29. B. F. Goodrich (Company has a training school at Kent State if upgrading is required; some personnel are now attending it)

30. Goodyear Service Store (Goodyear Tire & Rubber has training center that employees must attend)
31. Gould, Inc. (May be reimbursed for education when approved by supervisor; also some attend various company workshops)
32. Graham Nurseries (Attend seminars)
33. Helsils Metallurgical (Attend workshops on product problems)
34. Hiltop Super Market - Salem (Butchering skills for meat department)
35. Huber Tire (Company training)
36. E. H. Hughes (Company sends personnel to seminars & state training programs)
37. Hurst Lumber Co. (Keep up with improvements)
38. Indiana Bell Telephone Co. (Continuous company training program)
39. Indiana Gas Co. (OJT)
40. Indiana Vocational Technical College (Person with practical know how are provided course in teaching skills)
41. Interstate Heating & Air Conditioning (In some areas)
42. Jacobi Sales, Inc. (Attend yearly mechanics school)
43. Jacobi & Toombs (Prefer to do own training)
44. K-Mart - Jeffersonville (Store training)
45. Kentuckiana Yacht Sales (Company seminars)
46. Kimes Construction Co. (Union Trade School)
47. Krogers (Company trained)
48. L'il Engine (Factory training and service schools)
49. Marriott Inn (Bookkeeper training)
50. Marine Welding Services (Plan to run own program & to get practice in night school)
51. Roger Neadora (Family business; son attending technical school)
52. Miner Equipment Sales & Service (Company training programs are require; 8-10 yearly)
53. Minerva Smorgasboard (Seminars)
54. Mobile Gas Station (Hope they would want to keep up with changes)
55. Morgan Packing Co. (To upgrade the skills of present employees would require an extensive program of instruction)
56. Morris Plastic Fabricator (Need basics in cabinet making)
57. New Albany-Floyd County Schools (Present optional program at Prosser for custodian; plant operator will be required within 1 or 2 years)
58. New Albany Welding Works (OJT)
59. Petery-Hedden Co. (Continued electronic training)
60. Ponderosa Steak House (Hire if available)
61. Postal Instant Press (OJT)
62. Precision Automation, Inc. (OJT)
63. Prudential Insurance Co. (Attend seminars; company trained)
64. Purkhiser Oldsmobile (G. M. training seminars)
65. Roberts & Strack Veneer (OJT)
66. Robbins Pine Ridge Nursery (Send to schoot at Purdue training session; private horticulture school)
67. Robinson-Nugent (Apprenticeship training program requires 144 hours of outside studies)
68. Salem Trucks (Try to keep up with improvements)

69. Scifres (Seminars)
70. Sears (Company has training program)
71. Smiths Furniture & Appliance (Company seminar)
72. Stein Glass Co. (OJT)
73. Suzuki (Suzuki training school)
74. Tender Care Nursing Home (Short course; seminars)
75. Vail Lumber Co. (Occassion seminars)
76. Value City (Observe ability on the job)
77. Wilcox Chevrolet (Continue company training program)
78. Winslow Construction (No requirement, but try to upgrade them working into union)
79. Zimmerman International Harvester Sales (No requirement, but employees are encouraged; International Harvester seminars)

APPENDIX J

Contents

Section

J-1. Employers Indicating Satisfaction or Dissatisfaction with Vocational Education

J-2. Employer Suggestions for Improving Vocational Education

EMPLOYER SATISFACTION WITH VOCATIONAL EDUCATION GRADUATES

1. American Bank - Vocational education seems to be unchanged over the years; not as good presently
2. American Commercial Barge Lines - One out of four are satisfactory; others are poor to mediocre
3. America's Host - Some are good
4. Arbuckle Ford - Not satisfied
5. B & B Cabinet - Not satisfied at all; they are under educated for jobs
6. B-Bar-B Inc. - Satisfied
7. Bales Motor Co. - Satisfied; graduates have been good, but they have much to learn
8. Beach Mold & Tool - Generally satisfied
9. Boise Cascade - Satisfied; serving needs
10. Brown Machine Works - Generally satisfied; have used several Prosser graduates & most have turned out well
11. Burger Queen - Satisfied
12. Carmen Industries - Good
13. Citizens Bank & Trust Co. - OK
14. Clapp Oldsmobile - OK
15. Clark County Distributors - OK
16. Clark County Memorial Hospital - Satisfied
17. Clark's Food - Think its a good program
18. Comer's Machine Shop -They are all right, but they still have a lot to learn
19. Computer Service Inc. - OK
20. Container Corporation of America - Bad experience
21. Corydon Democrat - Have worked out very well
22. Cummings Veneer - Very well satisfied
23. Danner's Variety Store - Not too good
24. Days Inn - Good
25. A. Diefenbach - Good
26. Dobbins Chevrolet Oldsmobile - Satisfied; expectations are too great; misled on skills required for employment
27. Dobb's Pastries - Good
28. Dowd's Courtesy Chevron - Satisfied; worked out fairly well
29. Environmental Consultants - OK; good
30. Ewing & Hall Machine & Manufacturing - Good
31. Extrusion Tool Co. - Good
32. Fall City Boiler & Machine - Satisfied
33. The Farmers Store - Very satisfied
34. First Bank of Charlestown - OK with basics
35. First Federal Savings & Loan (New Albany) - Prosser doing a good job
36. Floyd County Memorial Hospital - Great
37. Frisch's Big Boy - Favorable about Prosser

38. Galvan Manufacturing - Very good
39. General Auto Supply - Very satisfied
40. Gilstrap Ford - Satisfied; they have a good background, but they have more to learn
41. Graceland Memorial Park - Satisfied
42. Graham Nurseries - Good at present; several were slow & had no initiative
43. Gray & Wells Body Shop - They hardly know the basics & need about two years of OJT; satisfied with them now
44. Green Valley Convalescent Center - Satisfied
45. Gulf Oil Station - Poor; very unhappy
46. Heinz Electrical Co. - Prosser is doing fine
47. C. T. Hertzsch Trucking Co. - OK
48. Highway Press - Some are good; some are not
49. Highway Trailer Service - Good
50. Hoosier Precast, Inc. - Not satisfied with welder
51. Hoover Machine Co. - Good
52. Huber Supply Co. - Good
53. Huncilman & Son - Prosser has been good, although some of the students have not worked out well; have good relations with the school
54. Hurst Lumber Co. - Very good
55. Indiana Vocational Technical College - OK
56. J & W Truck Repair - Very good
57. A. Jacobi Oil Co. & Construction - Very pleased
58. Jacobi Sales, Inc. - The ones who want the work and stay are good
59. Cora Jacobs - IUS OK
60. K-Mart (Jeffersonville) - OK
61. Kentucky Metal Products Co. - There is no way vocational schools can help
62. Kershner's, Inc. - OK
63. Key Market - Satisfied
64. Koetter Construction Inc. - Very good
65. L'il Engine - Satisfied
66. Lipps National Corporation - Satisfied
67. Lone Star Lumber - Not satisfied
68. MKM Machine Tool Co. - Some are OK, but others are not
69. Mama Lou's Pie Kitchen - Good
70. Marine Engineering Service - Pleased
71. Marine Builders - OK
72. Marine Welding Service - Poor; it is far different on the job; need on-the-job experience
73. Midas Muffler - Good
74. Midland Cleaning Service - Visited this area of instruction; it was far short of the training required by the company
75. Minerva Smorgasboard - OK
76. Mr. Transmission - Poor
77. Frank H. Monroe Heating & Air Conditioning - Satisfied

78. Morris Plastic Fabricators - OK; generally good; basics OK; attitude is bad; act like they know it all which upsets foreman; need more training in specialized equipment; must have proper attitude on care of equipment
79. George Moser Leather - Satisfied
80. Munich Welding & Steel Fabrication - OK in general
81. Mutual Trust Bank - Satisfied
82. NAPA - Very Satisfied
83. National Homes - Satisfied
84. Neon Lite - Very good
85. New Albany-Floyd County Library - Satisfied
86. New Albany-Floyd County School Corporation - Satisfied
87. New Albany Nursing Home - Satisfied
88. New Albany Plumbing Supply Co. - Good
89. New Albany Tribune - Good
90. New Albany Welding Works - Good
91. Ohio Valley Door - Satisfactory
92. Jim O'Neal Ford - OK with basics
93. Ooley Brothers Body Shop - Very satisfied
94. Paramount Plywood - Satisfied
95. J. C. Penney Co. - Some good, some bad
96. Petery-Hedden Co. - Satisfied with most
97. Pillsbury - Satisfied with Prosser
98. Postal Instant Press- Good
99. Precision Automation Co. - Generall good, but a few duds
100. Rasmussens - Some are good, but some are not
101. Reinmiller Electrical Contracting - Some are good
102. Rhodes Texaco - Genrally satisfied
103. Robinson-Nugent - Generally satisfied
104. Salem Trucks - Graduates expect too much; they want to start at the top; they lack skills needed for large truck repair, but are fine for auto repairs
105. Scifres - Good
106. SerVend - Depends on the individual; has confidence that the instructor will send a good student
107. Shop and Save Department Store - Pleased
108. Chester Stem Inc. - Well satisfied
109. Sweet Shoppe - Not satisfied
110. Tender Care Nursing Home - Satisfied
111. Turtle Creek Convalescent Center - Good
112. Uhls Truck Sales - OK, but they need experience
113. Union Bank & Trust Co. - Prosser is doing well
114. Value City - Good
115. W-M Lumber & Wood Products - Satisfied
116. Walker, Applegate, Oates, & Eby - Great programs at Prosser and Ivy Tech
117. Walnut Ridge Nursery - Good
118. Whitehouse Department Store- Very pleased
119. Zimmerman International Harvester Sales - Very satisfied

EMPLOYER SUGGESTIONS FOR IMPROVING VOCATIONAL EDUCATION

1. Wm. Abel Nursery - Evergreen trimming programs would be highly employable
2. American Bank - Back to basic educations such as reading and writing
3. American Commercial Barge Line Co. - Get quality up
4. Arbuckle Ford - Mechanics are not informed enough to work without OJT
5. B & B Cabinet - There is a need to change the attitudes of the graduates; more OJT would help
6. Bata Shoes - Graduates are promised jobs, but is this being fulfilled; realistic salary expectations
7. Carmen Industries - More accrual record keeping
8. Clark County REMC - Combination OJT and classroom instruction
9. Comer's Machine Shop - More OJT
10. Convenient - More OJT
11. Corydon Democrat - Just keep up with the times, i.e. equipment and personnel
12. Dobbins Chevrolet Oldsmobile - Some form of OJT (daily confrontation with mechanical world, employers & public); payroll lessons should include social should include deductions for social security, workman's compensation, etc.; checkbook class would benefit all
13. Dobb's Pastries - Give as much experience as possible
14. Dowd's Courtesy Chevron - More OJT or practical experience; graduates should wait out hard times, such as lower paying jobs, rather than leaving for higher paying jobs in 2 or 3 years- may be attractive enough to employer to place him in management training
15. Dynafluid Products - Graduates are poor in spelling and writing; they need improvement in high school
16. First Bank of Charlestown - Graduates should be better in math and spelling
17. Floyd County Bank - Students should realize that the world doesn't owe them a living; people with degrees should not teach in vocational education programs
18. Floyd County Memorial Hospital - There should be a lower level course in maintenance; the 4-year union apprenticeship program is too much for certain jobs
19. General Auto Supply - Instruction in salemanship would be helpful in field work
20. Gilstrap Ford - There should be more OJT and less busy work; students should get out and meet all phases of the job
21. B. F. Goodrich - There are too many freeloaders under programs such as the G. I. Bill; teachers may have a tendency to overlook training because of the money involved

22. Gould, Inc. - There is a need for employers to know more about the programs such as fields taught, specific skills, and graduates; perhaps a list of graduates could be sent to employers
23. Graham Nurseries - Likes the work study program & coop program; students should not expect large salaries without experience
24. Gray & Wells Body Shop - Students need more experience
25. Gulf Oil Station - Students should learn how to do service, lube, change oil, maintenance, work up
26. Highway Press - Better training on offset
27. Highway Trailer Service - Students need welding, hel arc experience
28. Hiltop Super Market - Basicsin different departments should be taught such as meat, produce, ordering
29. Holiday Inn (New Albany) - Students need more common sense; they should do their own thinking; need for waitress and bartending school; negotiating and buying should be taught
30. Hoover Machine Co. - More cooperative training
31. Housewoods, Inc.- Addition of woodworking through the proposed 2-year forestry technician program from Purdue
32. Hurst Lumber Co. - Plumbing and electricity should be expanded
33. Indiana Vocational Technical College - Provide entrance tests; then provide courses to overcome weaknesses identified through the tests
34. Interstate Heating & Air Conditioning - Need improvement in spelling and math
35. J & W Truck Repair - More OJT
36. Jacobi Sales, Inc. - More qualified teachers
37. Jacobi & Toombs - Retraining is necessary because of higher level of highway engineering
38. K & I Chrome, Inc. - An introductory program in plating is needed; there is none in the Falls City area
39. K-Mart (Jeffersonville) - Could use help with sales training
40. Kershner's, Inc. - More OJT
41. Leweb Industries - Shop training would be good
42. Marine Builders, Inc. - Students should have the proper attitude; they should be willing to work hard and do dirty work
43. Marine Welding Service - OJT; students should work under bad conditions
44. Marianne Motel & Restaurant - Students should learn how to apply for jobs; they need to improve their appearance and learn how to fill out applications correctly
45. Marriott Inn - Courses should be offered in motel/hotel management services
46. Mr. Transmission - OJT
47. Mutual Trust Bank - Graduates need to improve their typing
48. New Albany-Floyd County Library - There is a need for a program for library technicians
49. New Albany Nursing Home - There is a need for food services supervisory training

50. New Albany Plumbing Supply Co. - OJT summer work
51. New Albany Welding Works - More OJT
52. Jim O'Neal Ford - Students need a proper attitude and desire to learn
53. Oeffinger-Crone Heating & Air Conditioning - Teach sheet metal work and installation; everyone wants to be a service man
54. J. C. Penney Co. - Do not hurry the students through
55. Petery-Hedden - Courses in sales and electronic technician
56. Postal Instant Press- Update equipment (AB Dick 360)
57. Precision Automation Co. - Be more practical; more OJT; be able to use the broom
58. Ramada Inn - Training programs should coincide with job market needs
59. Reinmiller Electric Contracting - Students need basics; they have a know-it-all attitude; more field training
60. Robinson-Nugent - The apprentice program requires 144 hours of outside studies; the limited offerings in Indiana makes this number difficult to attain
61. Salem Trucks - Need for classes in truck mechanics
62. Scifres - Need for seminars and weekly night courses
63. Sellersburg Auto Service - Give as much experience as possible
64. SerVend - Try to train for the job
65. Shop & Save Department Store - Students should spend ½-1 day in a store without pay to see if they would like the job
66. Simpsonville Wrecker Service - Students should be able to service brakes, electrical, wheel bearings, change oil, lube, etc.; this is where new help starts out before moving up
67. Sweet Shoppe - More qualified instructors
68. Tender Care Nursing Home - Better quality; more OJT
69. Uhls Truck Sales - More OJT; students are disillusioned on their capabilities; training just acquaints them with the job, but learning doesn't come until working
70. Union Bank - Secretaries need improved shorthand and typing
71. Union Federal Savings & Loan - Students need more training in customer relations, telephone techniques, personal appearance, and how to apply for a job
72. Vail Lumber Co. - Specialized programs are not needed by small employers in this area
73. John Vernia & Son - Night classes in art and mechanical drawing and lettering
74. Walnut Ridge Nursery - Teach spelling & the ability to write customer sales tickets
75. Winslow Construction - Teach theory of concrete construction & material strengths